

4-2022

The Impact of Social-Emotional Curriculum Training on Oregon 4th-8th Grade School Teachers' Emotional Intelligence

Tiffany Marie Fotre

Follow this and additional works at: <https://digitalcommons.georgefox.edu/edd>



Part of the Education Commons

THE IMPACT OF SOCIAL-EMOTIONAL CURRICULUM TRAINING

**THE IMPACT OF SOCIAL-EMOTIONAL CURRICULUM TRAINING ON OREGON
4TH-8TH GRADE SCHOOL TEACHERS' EMOTIONAL INTELLIGENCE.**

by

TIFFANY MARIE FOTRE

FACULTY RESEARCH COMMITTEE:

Chair: Dane Christian Joseph, PhD

Member: Karen S. Buchanan, EdD

A Dissertation Presented to the Faculty of the
Doctor of Educational Leadership Department

In partial fulfillment for the degree of

Doctor of Education

George Fox University

April 8, 2022



GEORGE FOX
UNIVERSITY

COLLEGE OF EDUCATION | EdD

THE IMPACT OF SOCIAL-EMOTIONAL CURRICULUM TRAINING ON OREGON 4TH-8TH GRADE SCHOOL TEACHERS' EMOTIONAL INTELLIGENCE, a Doctoral research project prepared by TIFFANY FOTRE in partial fulfillment of the requirements for the Doctor of Education degree in Educational Leadership.

This dissertation has been approved and accepted by:

A handwritten signature in black ink, appearing to read "Dane Joseph".

Committee Chair

Date

Dane Joseph, Ph.D.

Associate Professor of Education

A handwritten signature in black ink, appearing to read "Karen S. Buchanan".

Date

Karen Buchanan, Ed.D.

Professor of Education

ABSTRACT

The purpose of this study was to examine the trait emotional intelligence (Trait EI) levels of teachers who have implemented an SEL curriculum. In addition, the aim was to discover if there was any difference in teachers' Trait EI levels depending on gender, years of experience, and level of education. Using a quantitative research design, the Trait EI levels of teachers who participate in an SEL curriculum with an adult component called RULER were compared to the Trait EI levels of teachers who teach an SEL curriculum without an adult component. This data was used to determine if there is a relationship between emotional intelligence levels and the type of program taught. Teachers were surveyed using the Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) developed by K.V. Petrides of University College of London to which demographic questions about gender, years of teaching experience, and level of education were appended. The data was analyzed using an ANOVA for years of experience and bootstrapped t-tests for the other categorical variables due to the small sample size. The results showed that there was no relationship between teachers' Trait EI levels and the type of program they were implementing. Further, there was no significant relationship between years of experience and Trait EI levels or educational attainment and Trait EI levels. There was a significant relationship between gender and one factor of Trait EI, emotionality. Females demonstrated higher scores in that factor than males. In all other factors, including global trait EI scores, there was no significant difference between males and females. Implications of these findings are discussed.

ACKNOWLEDGEMENTS

This dissertation and degree would not be possible without the blessings of my savior, Jesus Christ. I thank Him for providing me with the strength, opportunity, and support I needed to accomplish this goal. I pray for the ability to use the gifts I have been given in love for my fellow humans, big and small, to the furtherance of His kingdom because “If I speak in the tongues of mortals and of angels, but do not have love, I am a noisy gong or a clanging cymbal” 1 Corinthians 13:1.

I want also to thank my husband Michael Fotre, who deserves his own doctoral degree for going on this adventure with me over the past three years. I would not have had the confidence to begin this program without your encouragement. You tirelessly pushed me to finish what I started and cheered me on every step. Thank you for believing in me when I doubt myself. You will be king and I will be queen.

Our son, Corey Fotre, has always given my life purpose and that has been especially true during this process. Thank you for inspiring me to be my best self and for being so proud of me. I love you and I thank God every day you are my son.

Finally, I am thankful for the faculty and staff of George Fox University. Dane Joseph has been an incredible source of support and seemingly infinite knowledge regarding quantitative research. I truly appreciate your straightforward communication style, enthusiasm, and genuine concern you have for the students you supervise during dissertation. Thank you for challenging me and making me work harder than I ever have before in an academic setting. Likewise, Karen Buchanan, Gary Sehorn, Susanna Thornhill, and Scot Headley all deserve my gratitude for their encouragement and guidance. I enjoyed and learned something valuable from all of you. Throughout this program, I have felt cared for as a professional, a student, and a human.

Table of Contents

Chapter 1 1

 Rationale of the Study 1

 Purpose of the Study 3

 Research Questions 4

 Significance of the Study 4

 Key Terms 6

 Delimitations 7

 Summary 7

Chapter 2 9

 Introduction 9

 Emotional Intelligence 9

 Emotional Intelligence and Teaching 13

Socio-Demographic Variables & Emotional Intelligence Among Teachers 22

 SEL Curriculum and Emotional Intelligence 25

 Summary 32

Chapter 3 34

 Introduction 34

 Design 34

 Participants 34

 Instrumentation & Procedures 37

 Analytics 38

 Research Ethics 40

 Summary 41

Ch. 4 Results43

 Collection and Data Screening.....43

 Participant Demographics.....45

 TEIQue-SF Items and Scales46

 Research Question 1:49

 Research Question 2:50

 Summary53

Chapter 554

 Discussion of Findings56

Difference based on program participation status56

Difference based on experience, level of education, or gender.....57

 Limitations58

 Suggestions for Future Research.....60

 Practical Implications61

 Conclusion63

References64

Appendix A.....76

Appendix B.....77

Appendix C.....79

Appendix D.....82

List of Tables

Table 1 Selected School Demographics by Program36

Table 2 Analytics40

Table 3 Participant Demographics45

Table 4 Item Descriptions.....47

Table 5 TEIQue-SF Scale Ranges, Scores, Reliability49

Table 6 Independent Samples T-test Factor Scores x Program.....50

Table 7 Independent Samples T-test Factor Scores x Gender.....51

Table 8 Independent Samples T-test Factor Scores x Education Level.....51

Table 9 One Way ANOVA of TEIQue-SF Factor Scores x Experience52

Chapter 1

Rationale of the Study

It has been long recognized that teaching is an emotionally demanding occupation with high rates of burnout and turnover. Over the years, research and resources have been devoted to developing stress reduction programs for teachers in the hopes of improving mental health and increasing retention. Typical strategies to mitigate the impact of job-related stress for teachers have in the past included meditation, improving diet, beginning an exercise program, time management workshops, and pampering oneself away from work (Gold, 1987; Iwanicki, 1983). While these strategies have merit and should not be discounted, they may not be sufficient in the face of today's stressors. Recent years have evidenced a shift toward interventions that are more psychological such as cognitive therapy and metacognitive techniques related to emotional intelligence (Farber, 2000; Roeser et al., 2013; Schnaider-Levi et al., 2017).

One of the most intriguing efforts to support teachers has been the application of emotional intelligence (EI) and what it might offer teachers as they cope with stress. Emotional intelligence is a term coined in the early 1990s by psychologists John D. Mayer and Peter Salovey and refers to a human's ability to accurately recognize, identify, and regulate one's emotions to improve personal conduct and solve problems. It also involves recognizing, empathizing with, and reacting to the emotions of others for the same reasons. The authors theorize that higher levels of emotional intelligence contribute to increased creativity, memory, motivation, and a positive overall mood (Salovey & Mayer, 1990).

In recent years, there has been an effort in the field of education to improve students' resilience and coping skills, particularly for students who are experiencing trauma or adverse situations, through the implementation of Social-Emotional Learning (SEL) curricula. Social-

Emotional Learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (The Collaborative for Academic, Social, and Emotional Learning (CASEL), 2020). Since the advent of social-emotional learning programs in the 1990s, there continues to be a growing body of research that supports the positive impact of SEL curricula on students’ behavior, self-esteem, and academic achievement (Espelage et al., 2016; Flay, 2014; Loeb et al., 2019). As such, in the past two decades, a variety of SEL programs have been developed, some with an adult component and some without. Teachers who implement an SEL curriculum with an adult component are trained in the foundational skills of SEL before delivering the instruction to students and practice applying the learning to their own lives. They also receive ongoing support and coaching from the developers.

According to research conducted in Europe, the Middle East, and Australia, teachers who are trained to deliver an SEL curriculum have higher levels of emotional intelligence, particularly in the area of emotional regulation than teachers who have no experience teaching an SEL curriculum. Emotional regulation is the use of coping skills to manage one’s emotions in a positive way. It is just one aspect of emotional intelligence, but research suggests that it is an extremely important trait for teachers to possess as it affects their ability to maintain positive relationships with students and mitigate the emotional demands of teaching (Brackett, et al., 2010).

Interestingly, those studies show that some aspects of teachers’ EI levels differ based on gender, educational attainment, and years of teaching experience. Typically, women tend to have higher EI levels than men, especially in the area of emotional regulation. Teachers with more

experience have lower overall EI levels in the areas of emotional regulation, expression, and perception while teachers with more education have higher overall levels of EI in those same areas (Anari, 2012; Platisdou, 2010; Valente et al., 2019).

Purpose of the Study

Up to this point, research in the United States has been limited to studying the impact of teachers' existing emotional intelligence levels on their job satisfaction and stress levels rather than the impact of SEL curricula on their emotional intelligence. As mentioned, there are many types of SEL curricula and some of them contain an adult component. In those programs, teachers are taught techniques for improving their social-emotional health. The purpose of this study is to investigate the extent to which teachers' trait emotional intelligence levels are impacted by whether or not they teach an SEL curriculum with an adult component, and whether any relationship between the two variables is moderated by teachers' gender, levels of education, and teaching experience. If a relationship is observed, it may be worth conducting subsequent research to examine if emotional intelligence training would be a worthwhile endeavor for teachers given the inverse relationship between higher EQ scores and lower levels of job stress.

Similar to Taylor's 2009 study of Australian teachers, this would be a quantitative descriptive study involving surveys of adult emotional intelligence at multiple schools: two that use RULER with an adult SEL component; two schools that have an SEL curriculum implemented without an adult component; and two schools not using an SEL curriculum.

Emotional intelligence levels will be assessed using the *Trait Emotional Intelligence Questionnaire* (TEIQue) developed by researchers at University College London. While the Australian study also surveyed teachers' levels of depression, anxiety, and stress, this is beyond the scope of this research.

Research Questions

1. Is there a statistically and practically significant difference in trait emotional intelligence levels of Oregon 4th-8th grade teachers based on their participation in teaching an SEL curriculum with an adult component?
2. To what extent do the trait emotional intelligence levels of Oregon 4th-8th grade teachers who teach an SEL curriculum with an adult component differ based on gender, levels of education, or experience?

Significance of the Study

Based on survey data collected by the National Center for Educational Statistics (NCES) and analyzed by the Learning Policy Institute, educators are leaving the profession in increasing numbers in recent years, particularly those who teach at the secondary level, at Title I schools, or in schools serving students of color (Carver-Thomas & Darling, 2017). Over the last 20 years, the teacher attrition rate has consistently been around 8%, or about 260,000 teachers annually. In schools with higher poverty and greater populations of students of color, the attrition rate is 64% higher than in schools with higher socioeconomic status and more white students (Sutcher et al., 2016). Turnover is highest among secondary teachers who teach in Special Education, math, science, and/or in schools representing historically underserved students (Carver-Thomas & Darling-Hammond, 2017).

In the 2013 survey of teachers conducted by the NCES, 55% of teachers reported their reason for leaving the teaching profession was dissatisfaction. Among the areas of job dissatisfaction reported were poor working conditions, lack of autonomy, lack of administrative support, and student discipline issues (Carver-Thomas & Darling, 2017). This is an issue because students who are taught by teachers with more experience tend to have better academic

outcomes, especially in districts with large populations of minority or poor children. Maintaining a staff with less experience negatively affects the collegiality and community among the teachers. Lastly, it is expensive for a district to be continually filling teaching positions. In 2016, the cost of replacing a teacher ranged anywhere from \$4,400 to \$18,000 a year, depending on the size of the district (Sutcher et al., 2016).

Compounding the problem, fewer people are choosing teaching as a career. Between 2009 and 2014, the U.S. saw a 35% decrease in enrollment in teacher preparation programs and a 23% decrease in students completing those programs. This was especially true of enrollment in special education programs and among teachers of color (Sutcher et al., 2016).

Because working conditions have been cited as one of the primary reasons teachers are leaving teaching, or in the case of college students not entering the field, bolstering teachers' emotional intelligence levels may be a way to lower attrition rates and attract new teachers. As mentioned, teachers with stronger emotional intelligence skills indicate higher levels of job satisfaction (Lee, Kwon, & Richards, 2019). Emotionally intelligent teachers have better classroom management skills (Valente, et al., 2019). While teachers with higher EQ don't experience less job stress, they can mitigate it more effectively and therefore lower levels of burnout (Mérida-López, Bakker, & Extremera, 2019).

Teachers who teach an SEL program may be acquiring emotional intelligence skills as a secondary effect, thereby increasing their EQs. An SEL curriculum with an adult component includes training for teachers in the foundational skills of SEL and they practice applying their learning to their own lives. They also receive ongoing support and coaching from the developers. Studying teachers who participate in adult SEL training of SEL curricula may give us more information about their abilities to cope with the continually increasing emotional demands of

teaching. A growing body of research suggests a higher general emotional intelligence level corresponds with increased job satisfaction, mitigated burnout, and improved resiliency. If teachers who implement an SEL curriculum with an adult component have higher levels of emotional intelligence, this could potentially be a practically significant treatment finding that may add to the validity base for these and similar interventions.

Key Terms

Ability Emotional Intelligence: Cognitive emotional reasoning skills (Petrides, 2011).

Emotional Attention, Clarity, and Repair: Attention is one's awareness of emotions; clarity is the ability to identify the emotions one is feeling; Repair is the ability to regulate emotions (Salovey, Mayer, Goldman, Turvey, & Palfai, 1995).

Emotional intelligence (EI): "The ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (Salovey & Mayer, 1990, p. 189).

Emotional Perception and Expression: Similar to Emotional Attention, Clarity, and Repair, it is the ability to identify emotions in oneself and others by observing body language, tone, and behavior (Mayer & Salovey, 1997).

Emotional Regulation: Attempts to influence which emotions one has, when one has them, and how one experiences or expresses these emotions (Gross, 2015).

Interpersonal Emotional Intelligence: A range of skills that allow one to cultivate healthy relationships, communicate and work with others effectively (ex. empathy, inclusivity).

Intrapersonal Emotional Intelligence: A range of skills that allow a person to manage their behavior and emotions such as resiliency and flexibility (Goleman, 1995/2006).

Social-Emotional Learning (SEL): The process of acquiring the skills required to recognize and manage emotions, build healthy relationships, and find success in school, work, and personal life (CASEL, 2020).

Trait Emotional Intelligence: Emotional self-perceptions, behavioral traits, and dispositions (Petrides, 2011).

Delimitations

I have chosen to survey teachers trained in RULER as the SEL program with an adult component because there is a large number of schools in the area currently using that curriculum. I am choosing to focus on grades four through eight because the NCES surveys demonstrated elementary teachers report lower levels of job dissatisfaction (implying lower levels of job stress) than secondary teachers, but SEL curricula are more common in grades K-8. I have experience teaching grades six through eight and am familiar with SEL in the intermediate grades. Lastly, there are more intermediate/junior high/middle schools in the region than high schools which increases the chances of a large sample size.

Summary

That teaching is a stressful occupation is a well-known fact. The moderation and mitigation of that stress have been the subject of much research in the past century, most of which focused on teachers' self-care practices. In the last 30 years, however, there has been new research into the concepts of emotional intelligence and its impact on behavior and quality of life. The implementation of social-emotional learning curricula for students has exposed teachers to the idea of emotional regulation and repair. As a result, some studies show that teachers who deliver an SEL curriculum have higher emotional intelligence levels. The purpose of this

quantitative descriptive study is to examine the relationship, if any, between teachers' EI levels and their participation in an SEL program. If a relationship is found, that may have implications for the development of emotional intelligence training designed specifically for teachers with the goal of moderating job stress. Regardless, the results will also add to the growing body of research on the subject, which is limited in the United States. Chapter Two will explore similar research conducted in Europe, Australia, and the Middle East.

Chapter 2

Introduction

This literature review begins with an explanation of emotional intelligence (EI), its history, and leading theories. The original theory of emotional intelligence has evolved over the past thirty to forty years and split into distinct but related theories. The second theme describes the relationship between emotional intelligence and the occupation of teaching. There has been much research recently on the impact of EI on job-related stress and job performance among adult employees in the private sector as well as in that of students in the classroom. This section will focus on the relationship between teachers' EI and their responses to the emotional demands of teaching. Lastly, the third section will give an overview of Social-Emotional Learning (SEL) curricula and discuss several studies that have investigated the impact of being trained in SEL has had on teachers' personal EI levels.

Emotional Intelligence

Emotional Intelligence has its roots in psychological research of the effect of mood on behavior and the different aspects that make up intelligence, particularly Howard Gardner's theory of personal intelligences. First conceptualized in 1990 by Peter Salovey and John Mayer, EI is defined as the ability to identify one's own emotions, as well as those of others, and use that information productively. Mayer and Salovey theorized that EI is an aspect of general intelligence and that a person with a high EI is more creative, flexible, and empathetic (Neubauer & Freudenthaler, 2005; Salovey and Mayer, 1990). Since the 90s, the concept of Emotional Intelligence has evolved into three models: Ability, Trait, and Mixed.

Mayer and Salovey updated their theory in 1997 into what is now known as the ability model of Emotional Intelligence (Ability EI). According to these authors, EI is a cognitive

process distinct from personality (Mayer & Salovey, 1997). Researchers who focus on the Ability EI model believe that because it is a facet of broad intelligence, EI can be measured like cognitive abilities with performance-based assessments (Mayer, Caruso, & Salovey, 2016).

In 1995, Daniel Goleman and Reuven Bar-On expanded on Mayer and Salovey's theory to suggest that EI is a mix of cognitive abilities and personality traits. In 1998, Goleman posited that behavior is impacted positively by the competent use of emotional skills. He went so far as to propose that EI is just as important, if not more, than general IQ in determining one's personal and professional success. According to his theory, EI is comprised of motivation, empathy, and social skills in addition to emotional recognition and regulation abilities (Goleman, 1995/2006). Likewise, Bar-On proposes that EI can be categorized as a range of intrapersonal, interpersonal, adaptability, general mood, and stress management skills (Bar-On, 2006). As a result, both Bar-On and Goleman's theories have since become regarded as mixed models of emotional intelligence (Mixed EI).

The last model, trait emotional intelligence, (Trait EI) was developed by K.V. Petrides in 2001. Proponents of the Trait EI model maintain that emotional intelligence is a group of characteristics that occupy a place in the personality taxonomy, not a set of skills associated with intellect. In fact, Trait EI assessments have shown significant incremental validity in predicting personality traits (Andrei, et al., 2016; O'Connor et al., 2017). These researchers believe that personality traits drive behavior, not conceptual knowledge of emotions. Since this model is so distinct from the Ability EI model, Trait EI theory also dismisses Mixed EI as a valid model. In other words, if emotional intelligence does not exist as a cognitive ability, it cannot exist as a mixture of personality and cognition.

As a result, different types of tests have been developed to measure different types of EI. All Ability EI tests measure a person's conceptual knowledge of emotions. One of the most commonly used Ability EI measurements is the *Mayer Salovey Caruso Emotional Intelligence Test* (MSCEIT) (Fiori et al., 2014). This test is similar to an IQ test in that the test-taker completes tasks in cognitive ability areas. For instance, one task is to identify emotions based on facial expressions. Assessment tasks are objective, with correct and incorrect answers, and are consensus-scored (Austin, 2010). The MSCEIT divides Ability EI into four measurable areas: perceiving emotions, facilitating thought, understanding emotions, and managing emotions (O'Connor, et al., 2019).

Ability EI assessments, like the MSCEIT, are not vulnerable to socially desirable responses. In a meta-analysis of correlational studies, the MSCEIT is positively correlated to a variety of IQ tests with a range of $r=.24$ to $r=.40$ (Kong, 2014). Research is mixed about the correlation between the MSCEIT and assessments of personality traits. Correlations range from $r=.11$ to $r=.35$ (Rode et al., 2008). The more poorly correlated studies confirm for some that Ability EI is another facet of general IQ and not a separate concept (O'Connor, et al., 2019). That lower correlation likewise suggests that Ability and Trait EI are distinct constructs.

Another criticism of the MSCEIT and the like is that they are not valid measurements of EI because emotions are subjective. Ability EI assessment tasks may have nuanced interpretations that the consensus-based criteria do not take into consideration. Because emotions are inherently subjective, performance task assessments designed to be evaluated objectively are not an accurate measure of true emotional intelligence (Petrides & Furnham, 2001; Petrides, 2011).

Additionally, there is some doubt that the tasks are directly related to the four ability areas assessed and therefore are not accurate measurements of said abilities (Maul, 2012). It has also been suggested that the mental effort required to complete the tests is too exhausting because of its length. (Roberts et al., 2006). Finally, although Ability EI tests, in general, may determine if a person can correctly identify emotions, they have not been shown to successfully predict behavior (O'Conner et al., 2017). This is interesting because if behavior is driven by personality rather than intellect, a person can have a high level of Ability EI, but not use it to regulate their behavior because of their personality traits.

On the other hand, Trait EI tests evaluate a person's behavior in response to emotional situations instead of their conceptual knowledge of emotions. The assertion that Trait EI is bound to personality is borne out in tests of validity and correlation between Trait EI measurements and General Factor of Personality (correlation: $r=.61$ to $r=.78$; convergent validity: 50%-80%) (Pérez-González & Sanchez-Ruiz, 2014; Petrides et al., 2007; Van der Linden et al., 2012). Trait EI measurements are necessarily self-report because the person being assessed is "the only person with direct access to the information that is necessary for making such a judgment" (Petrides, 2010). Because Trait EI is believed to be completely separate from intellect, it would be impossible to evaluate with a cognitive test.

Several Trait EI tests have been developed in recent years. One of the more widely used is the *Trait Emotional Intelligence Questionnaire* (TEIQue) developed by British psychologists K.V. Petrides and Adrian Furnham. As with the MSCEIT, the TEIQue measures EI in four areas: in this case, those are emotionality, self-control, sociality, and well-being. Higher levels of Trait EI are positively correlated with good mental and physical health for adults and adolescents. In educational settings, students with higher Trait EI levels are less likely to engage in harmful

behaviors, more likely to attend school, and less likely to have disciplinary problems (Petrides, 2011). Teenagers with higher levels of Trait EI are more likely to seek out support and employ positive coping skills when dealing with emotions than teenagers with high Ability EI (Davis & Humphrey, 2012). Among adults, levels of Trait EI can predict levels of job satisfaction, mental health, and work engagement. A higher level of Trait EI is a significant predictor of the ability to cope with the demands of a stressful task, like teaching (DeClercq et al., 2013; Schutte & Loi, 2014). This indicates that evaluating Trait EI, rather than Ability EI, is more appropriate when assessing the relationship between teachers' occupational stress and emotional intelligence.

Emotional Intelligence and Teaching

The typical complaints about the occupation of teachers are not new. Studies from the middle of the 20th Century show teachers reporting job stressors that teachers today would relate to such as low pay, lack of autonomy, and absence of administrative support (Bienenstok & Sayres, 1963; Chase, 1951; Stuit, 1940). Twenty years later, The U.S. National Commission on Excellence in Education determined in *A Nation at Risk* that the previously mentioned sources of stress had worsened and found new problems with school systems that further decrease teachers' job satisfaction. The Commission reported that the working conditions for teachers in U.S. schools were "on the whole unacceptable" (United States, 1983). Among these were reduced budgets for materials and supplies, poor pre-service teacher training, and student discipline issues.

Due to teacher shortages in the 1980s, researchers were encouraged to look into the reasons for increasing attrition and declining enrollment in teacher preparation programs after a surplus of both in the 1970s (Grissmer & Kirby, 1987). At that time, there were traditional assumptions to explain teacher attrition, such as female teachers getting married or male teachers

finding higher-paying jobs in the private sector. However, researchers found that a variety of stressors were contributing to unsustainable working conditions for teachers. Compounding the previously still unresolved issues with teaching, new significant sources of occupational stress included increased workload, declining collegiality among staff, increased public disrespect, deteriorating buildings, grounds, and equipment, as well as increasingly violent students (Blase, 1986; Friesen & Williams, 1985; Ginsberg, et al., 1987; Klas, et al., 1985).

Now, in the two decades post *No Child Left Behind*, teachers find themselves being held professionally and financially accountable for student success despite having little to no influence over the policies, funding, and social issues that impact student achievement. High-stakes accountability policies that tie teacher pay and evaluation to standardized testing and graduation rates have contributed to teachers' anxiety, even in grades and subjects that are not tested (Gonzalez, et al., 2017; Ryan et al., 2017; Saeki et al., 2018;).

Decreasing resources has also exacerbated teacher stress. Despite a decades-long call for more time and resources for schools, society continues to demand that teachers do more with less. In the aftermath of the Great Recession, the majority of states are still funding education at rates lower than in 2008 (Leachman et al., 2017). Teachers lack basic supplies such as paper, make do with malfunctioning office equipment, and rely on outdated curricular materials, especially in urban schools. Teachers also complain about having adequate time to handle their workload. They spend hours at home in the evenings and on weekends keeping up with lesson planning, grading, and communication. They must rewrite and reteach curricula regularly because of the increased number of students lacking the necessary academic and social skills to be successful at their grade level (Johnson, et al., 2005; Richards, 2012; Shernoff et al., 2011).

Compounding the situation, the number of children experiencing trauma in their lives has been increasing; two-thirds of children experience a traumatic event in their lives by the age of 16 (U.S. Health & Human Services, 2015). The sources of childhood trauma are varied, but whatever the student is experiencing, their academics suffer along with their mental health. Teachers are expected to not only master the content they are teaching but to become experts in the psycho-social effects of childhood trauma and how to mitigate it in the classroom. All of this results in secondary trauma stress for teachers overwhelmed with meeting students' emotional and behavioral as well as their academic needs (Hydon, et al., 2015; Lacoce, 2013; Terrasi & De Galarce, 2017).

The significance of all this occupational stress is that fewer college students are choosing teaching as a profession and many that do tend to leave within five years. Those that stay tend to migrate to schools in communities with higher socioeconomic status (therefore less trauma and more academic success), which widens the achievement gap and perpetuates the systemic inequality of American education (Carver-Thomas & Darling, 2017; Sutchter et al., 2016).

There are teachers that not only remain in the profession but also thrive along with their students, however. Considering that the issues teachers cite as stressors have not only gone unresolved for decades but are in fact worsening, it is worth asking what is different about the teachers who stay. These teachers often report higher levels of job satisfaction due to a strong belief in their ability to do their job well and make a difference to society. They cite positive relationships with their students as reasons for remaining in the profession. A nurturing school climate with positive collaborative relationships among staff and administrators also contributes to the long-term retention of teachers (Chiong et al., 2017; Johnson et al., 2005; Lavigne, 2014).

Surveys of teachers who stay have also revealed connections between schools with favorable working conditions and the emotional intelligence levels of the staff. Researchers have been studying the role of emotional intelligence in the workplace since the 1990s and they continue to find that individuals with higher emotional intelligence levels have higher levels of job satisfaction, lower rates of burnout, increased job performance, and lower levels of depression and anxiety (Brackett et al., 2011; De Clercq, 2014; Schute & Loi, 2014). As in the private sector, this is true in the field of education. Teachers with higher levels of emotional intelligence have better relationships with their students and colleagues, they report a greater sense of self-efficacy and employ healthier coping skills when they are stressed.

As mentioned, a high level of job satisfaction is one of the primary reasons teachers stay in the profession. Feelings of burnout, stress, anxiety, and depression reduce job satisfaction. It follows then that a reduction in those feelings could lead to higher job satisfaction. One of the ways to reduce those feelings could be through the development of emotional intelligence skills. To explore that idea, researchers evaluated 251 elementary school teachers from nine different public schools in a rural area of Southern Spain (Augusto-Landa et al., 2012).

Researchers measured several variables; first, they determined the level of perceived emotional intelligence (PEI) the teachers possessed. PEI is the level of confidence a person has in their ability to identify, understand, and regulate their emotions (emotional attention, clarity, and repair). These researchers also measured the prevalence of positive or negative effects among the teachers. People with a positive affect tend to be more energetic, enthusiastic, and satisfied with their lives. Those with a negative affect more often experience feelings of anger, agitation, and low self-esteem. Finally, teachers reported the frequency of their burnout symptoms. Researchers hypothesized that there was a relationship between PEI, affect type, and

feelings of burnout. Indeed, they found that teachers with higher levels of PEI typically demonstrated a more positive affect and exhibited fewer feelings associated with burnout. The implication here is that if teachers can be taught emotional attention, clarity, and regulation skills, they may have more confidence (PEI) in the ability to handle emotionally charged situations. If they have that confidence, they may have a more positive outlook at work and therefore increased job satisfaction.

This study was part of a larger project examining the emotional intelligence of these elementary school teachers in Spain by the same authors (Augusto-Landa et al., 2011). In the 2011 report, the researchers investigated the relationship between teachers' PEI and their reliance on coping skills to deal with stress at work. The coping skills assessed were categorized as either an adaptive behavior used to control a problem or a maladaptive behavior to avoid the situation. Examples of coping skills used to control a situation include seeking emotional or practical support, displays of humor, and making an action plan. Avoidance strategies include giving up, denial, and substance use.

They hypothesized that teachers with higher levels of emotional clarity and repair, in particular, would possess more adaptive coping skills and the results demonstrated that there was a relationship present. Researchers believe these teachers can identify the emotions they were experiencing without spending a lot of time dwelling on the emotion before they employed strategies to mitigate the stressful situation. With that in mind, it is possible that helping teachers to increase their PEI will increase their use of adaptive coping skills thereby reducing the negative effects of stress on themselves and increasing the contentment they feel at work.

A similar study, also conducted in Spain, compared the relationship between secondary teachers' levels of stress, anxiety, and burnout to their emotional intelligence levels. The sample

included 834 secondary teachers in schools from 30 different urban and rural communities in what would be the equivalent of grades seven through 10 in the United States. Instead of PEI, these researchers measured teachers' general emotional intelligence levels in addition to their aptitude in each of the domains of emotional attention, clarity, and repair. They found that teachers who scored high in the area of emotional attention, but low in the area of emotional repair and general emotional intelligence, were more likely to experience emotional exhaustion (Martinez-Montegudo, 2017). This same group also reported lower personal satisfaction in regards to their work as well as higher rates of depression, anxiety, and depersonalization. Depersonalization is a symptom of anxiety disorders and refers to feelings of detachment from one's self and surroundings.

These researchers also concluded that the group with the lowest rates of burnout and mental health difficulties were teachers with high general emotional intelligence who scored low in emotional attention, but high in emotional repair. This makes sense because even if one is aware of one's emotions, the inability to repair those emotions could cause preoccupation with emotionally charged situations that seemingly have no solution, therefore, causing distress. As in the Augusto-Landa studies, these results suggest that if teachers can be taught emotional repair skills, they may be able to manage their occupational stressors more successfully which would, in turn, reduce their feelings of dissatisfaction and likelihood of burnout.

In another Spanish study, researchers examined the impact emotional intelligence had on the perceptions of work and stress among school staff. They measured the stress, engagement, and emotional intelligence levels of 685 primary and secondary teachers as well as the strength and occurrence of their emotional demands while at work. Researchers hypothesized that high levels of EI would reduce emotional demands, thereby reducing perceived stress and positively

impacting work engagement. Interestingly, their findings suggested that “EI did not moderate the effect of emotional demands on self-appraised stress, but it did moderate the relationship between self-appraised stress and teachers’ work engagement” (Mérida-López et al., 2019). In other words, possessing a high level of emotional intelligence doesn’t eliminate occupational stress, but it does make it easier to deal with.

These findings were echoed in a study of 271 high school physical education teachers in the United States. The schools they worked at were from five different states in rural, urban, and suburban areas. These teachers had an average of 20 years of experience and spent more than seven hours of their days in direct contact with students. Researchers compared their EI levels with their reported levels of job satisfaction and evaluated how frequently the teachers reported experiencing negative emotions. They also measured the relationship between reported emotional exhaustion and the prevalence of negative emotions, as both are symptoms of burnout.

It was found that teachers with higher EI reported less emotional exhaustion; the researchers concluded that was due in part to the fact that they experienced fewer negative emotions. Teachers with lower EI felt negative emotions more often and had less job satisfaction (Lee et al., 2019). Because of that, they suggested that increasing a teacher’s EI will reduce teachers’ negative emotions and therefore reduce their emotional exhaustion. In short, the results of both this study and that of Mérida-López et al. show that while higher levels of emotional intelligence do not reduce sources of stress for teachers, it may mitigate the effects of emotional exhaustion that stress causes. Which itself may increase job satisfaction and reduce burnout.

Also, on the subject of burnout and job satisfaction, a meta-analysis of 13 studies conducted in Europe, North America, and Asia with over 3000 primary and secondary teachers demonstrated that higher levels of emotional intelligence were negatively associated with reports

of burnout and emotional exhaustion. On the other hand, higher EI was positively associated with a sense of personal achievement and positive affect, all contributing to higher rates of job satisfaction (Mérida-López & Extremera, 2017). However, this analysis also reviewed data about the relationship between EI and other workplace characteristics that may impact a teacher's sense of well-being.

Along with job satisfaction, teachers who remain in education generally have a greater sense of self-efficacy about their work. Schools that retain teachers also have a collaborative climate, collegial relationships with colleagues, and support from administrators. This is especially true among teachers new to the profession and those working in high-need districts (Geiger et al., 2018; Pogodzinski et al., 2013; Waddell, 2010). It is possible that higher levels of emotional intelligence among staff members could promote all of these characteristics. The studies in the meta-analysis revealed that teachers who have higher EI feel more supported by administrators and fellow teachers. They reported feeling more confident in their ability to manage demanding tasks and to interrupt their negative self-talk more successfully. Some of the data also connected high EI with a greater incidence of “organizational citizenship behaviors.” These are helpful and altruistic actions that are not required of employees, but that benefit the group as a whole. It is possible, therefore, that teachers with higher EI have better relationships with colleagues because of their ability to recognize and repair their emotions. They also feel more in control of stressful situations, communicate more effectively, and have fewer dysfunctional coping skills which contribute to a healthy work environment.

Another factor in job satisfaction among teachers is their relationships with students. A positive classroom climate makes teaching and learning easier and more fun. This in turn fosters a healthy working relationship between students and teachers. Effective classroom management

is vital to the creation of such a climate. As such, the ability to manage disruptive behavior in the classroom not only reduces a stressor for teachers, it improves the relationship between the teacher and students. An examination of the emotional intelligence levels and classroom management skills of 300 secondary teachers from 13 different schools in Syria revealed that teachers who were more adept at recognizing and regulating their own emotions tended to have more positive relationships with their students. The researchers theorized that the teachers who are more skilled at managing their own emotions have better communication skills, more control of their reactions, and a deeper emotional reserve when confronted with student misbehavior. In addition, these teachers seemed to be more aware of their students' emotional states because they were practiced at managing their own emotions (Nizielski et al., 2012). These qualities set the stage for effective classroom management interventions which contribute to a productive, low-stress environment for staff and students.

A 2019 examination of 559 elementary and secondary teachers from 18 different schools in northern Portugal demonstrated similar findings. Researchers in that study assessed teachers' levels of EI and their competence in the area of effective student discipline. As before, the results demonstrated that there was a relationship between teachers who have higher levels of EI exhibited more effective classroom management skills (Valente et al., 2019).

The researchers in that study went on to investigate the relationship between the EI levels and conflict resolution abilities of an additional 382 high school teachers in Portugal. They found that teachers with higher levels of EI managed conflict with students using more constructive strategies. Such strategies include open and honest communication, recognizing responsibility, and empathizing.

However, teachers with lower EI levels employed ineffective strategies such as avoidance, sarcasm, and threats to deal with student disruptions (Valente & Lourenço, 2020). Again, they hypothesized that teachers who are adept at navigating their own emotions are better equipped to contend with the emotions of others, leading to constructive classroom management, a healthy classroom climate, and positive relationships with their students. All of which in turn leads to reports of higher job satisfaction and less stress among teachers.

Socio-Demographic Variables & Emotional Intelligence Among Teachers

The impact of socio-demographic variables on emotional intelligence levels has also been included in some research. In the previously mentioned 2019 study by Valente et al., researchers looked for any relationship between EI levels of teachers and their gender, years of experience, and educational attainment. In the Valente et al., 2019 study, researchers found that females reported higher levels of EI in all domains than male teachers. These gender differences were confirmed in the subsequent Valente and Lourenço study as well (Valente et al., 2019; Valente & Lourenço, 2020). Reasons for this difference were not discussed in either study. Many theories attempt to account for the differences between males and females in the area of intelligence, emotional or otherwise, but that was not the aim of these particular studies.

In regards to the other variables of experience and education, it was found in both the Valente et al., and Valente & Lourenço studies that teachers with more experience have lower EI levels in all competence areas and teachers with more education have higher EI in all areas. This dichotomy could be due to the fact that teachers who are newer to the profession may have higher levels of education. Additionally, over the past two decades, there has also been an increased awareness of emotional intelligence and its impact on students' academic success so

the subject may be addressed in contemporary teacher preparation programs more than it was in previous decades.

However, there is also research to show that education and experience have no impact on EI levels. A Greek study of 123 primary special education teachers found that variables such as age, experience, and marital status were not found to have an impact on this aspect of EI (Platsidou, 2010). While this contradicts other research, the study did affirm the relationship between gender and EI. Of the 123 participants, 76 were female and they demonstrated higher EI than the males, specifically a greater ability to recognize and manage their own emotions as well as those of other people.

With a few exceptions, research seems to demonstrate that gender does have an impact on a person's EI level. For instance, in a study of 111 Italian elementary and secondary teachers, it was found that female teachers had higher levels of interpersonal EI while males had higher levels of intrapersonal EI. In other words, females were more adept at recognizing the emotions in others and males were better able to recognize their own emotions (Di Fabio & Palazzeschi, 2008). Similarly, a study of 111 elementary and secondary teachers in Belgium showed the same thing; males were more likely to score higher on assessments of intrapersonal EI than females, who scored higher on assessments of interpersonal EI (Mouton et al., 2013). Lastly, researchers in the Philippines found male and female teachers also scored differently depending on the domain of EI evaluated. For instance, males scored higher in the area of self-awareness (intrapersonal) and females scored higher in the area of social skills and expression of emotions (interpersonal). Interestingly, this study found no difference in emotional regulation ability between the genders (Llego, 2017).

Some studies find that gender does not influence EI levels. Out of three different Iranian studies of the impact of demographics on EI, only one indicated a relationship. In that study of 84 secondary teachers, females displayed higher overall EI levels compared to their male counterparts but researchers found no relationship between the EI and age (Anari, 2012). Although they collected teachers' years of experience, and levels of education, they did not examine the relationship between those variables and EI. A second study of 70 secondary teachers conducted in 2016 did find that those with more experience had stronger EI. At the same time, they found that there was no relationship between EI and educational level (Amirian & Behshad, 2016). The third Iranian study of 72 secondary teachers showed no difference in EI level based on gender, age, or teaching experience (Rastegar & Memarpour, 2009).

In terms of the other variables, research is much more mixed. The Di Fabio and Palazzeschi study concurred with the Valente et al., studies and found that younger teachers had higher EI levels in general. In contrast, Llego's study found that older teachers had greater EI, particularly in the areas of social skill, awareness, and expression. Finally, the Mouton et al., study found no differences in EI based on age or years of teaching experience. The Nizielski et al., study of secondary teachers in Syria appears to agree with those findings and found no relationship between age, level of education, or years of experience and EI levels (Nizielski, 2012). As in two of the Iranian studies, it was also determined that there was no relationship between gender and EI levels either, which is a departure from other studies that found this to be the only demographic impacting EI. Due to this conflicting research and the absence of such conducted with teachers in the United States, further research into EI in American schools should include data on gender, level of educational attainment, and years of experience to add to the literature.

In summary, considering the practically significant relationship between teachers' emotional intelligence levels, job satisfaction, and mental health, it would follow that the efforts to improve EI levels among teachers may help improve working conditions and retention rates. Professional learning opportunities for teachers aimed at improving EI may accomplish that goal if designed properly with the applicable socio-demographic variables in mind if research indicates a need. However, any teacher or administrator will explain that the last thing they need is another mandate and more seemingly irrelevant professional development. It would be ideal if school districts could take advantage of initiatives already in place. Many schools have already adopted social-emotional learning (SEL) curricula to teach students emotionally intelligent ways to deal with the stressors in their lives. Some of these programs include SEL training for the adults in their lives. Perhaps the needs of both students and school staff can be met at the same time. To that end, it is worth examining what impact the implementation of SEL curricula has on teachers and if there is any difference in the impact based on gender, educational attainment, or years of experience.

SEL Curriculum and Emotional Intelligence

In the mid-1990s, researchers and educators began to study the impact of higher levels of emotional intelligence on students. They theorized that EI was necessary for academic, professional, and personal success in life and that it could be improved through education (Mayer & Cobb, 2000). In 1994, The Collaborative for Academic, Social, and Emotional Learning (CASEL) was founded in response to uncoordinated and unsuccessful efforts to reduce violence, drug use, and improve educational outcomes among students through character education. Researchers began to question whether students' emotional regulation and resilience abilities could be improved through the implementation of Social Emotional Learning (SEL)

curricula. SEL “is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2020).

With this in mind, CASEL developed a framework for social-emotional learning in grades PK-12, which has manifested itself into a variety of SEL curricula used throughout the United States. Because schools have been implementing SEL programs for decades now, there is a large body of research that demonstrates the positive effects of SEL on student behavior, mental health, and academic achievement. One meta-analysis of 213 studies involving 270,034 students in grades K-12 found that the students in schools with SEL programs had fewer behavioral and emotional problems than students in schools without programs. They also had more positive attitudes and improved grades. These results were found to be statistically significant in follow-up studies conducted an average of 92 weeks later (Durlak et al., 2011). These studies included in the meta-analysis were conducted in rural, suburban, and urban schools with a wide variety of socioeconomic statuses and ethnicities. The data showed that there were no differences among the different demographic groups when it came to the positive impact of SEL curricula.

This was likewise the case in another meta-analysis of 82 SEL programs with a total of 97,406 K-12 students. There was no difference in the impact of SEL on students regardless of ethnicity, socio-economic status, or location even in follow-up studies conducted up to 195 weeks later (Taylor et al., 2017). The students demonstrated improved problem-solving and conflict resolution skills as well as an increase in prosocial behavior and academic achievement. In fact, some of the studies included in the meta-analysis followed up with students 18 years later and found more long-term positive outcomes for SEL students such as improved high school

graduation and college attendance rates. There were also fewer negative outcomes like arrests for these students later in life.

Many of these SEL programs have an adult component wherein teachers are given the training to apply social-emotional learning to their own lives as well. For example, the Yale Center for Emotional Intelligence developed a commonly used social-emotional curriculum that includes an adult component called RULER (Recognizing, Understanding, Labeling, Expressing, Regulating). As part of the implementation of RULER, school staff attends training sessions to learn about the concept of emotional intelligence and participate in activities to improve emotional awareness, regulation, and repair skills (CASEL, 2020). Teachers are encouraged to apply their learning to their personal lives so that they can be more effective models for students once the school fully implements the curriculum. The program also provides coaching and other resources to support staff in the second year of implementation.

The research into the impact of learning to teach SEL curricula on teachers' personal levels of emotional intelligence is limited in North America. There have been studies in other parts of the world, however. In Spain, for instance, researchers compared a group of 32 teachers and administrators who received training in RULER with a control group of 22 who had never been trained in SEL. The 54 participants worked in private, suburban schools in what would be grades PK-12 in the United States. The group receiving the RULER training worked for three months on developing inter- and intrapersonal emotional perception, regulation, and expression skills. Both groups were given an EI assessment, the experimental group was training in RULER, and then both groups were given the same EI assessment a year later. The results showed that the experimental group had cognitive gains in the areas of emotional understanding and management compared to the control group. Both groups also reported their levels of job

satisfaction and burnout. While there was an increase in job satisfaction among the teachers in the experimental group, there was no significant difference in the levels of burnout between the two groups. The researchers surmised that was due to an overall low incidence of burnout in both schools due to the culture or socio-economic status (Castillo-Gualda, et al., 2017).

This was a small study, but it suggests that EI levels can indeed be increased through training and that teachers' attitudes about work can be positively influenced by increased EI levels. In terms of socio-demographics, the majority of the participants (43 out of 54) were women who had between one and 20 years of experience. The researchers did not compare the results of the experimental group with the control group based on socio-demographic variables. Nevertheless, from the discussion of the data, it appears that neither years of experience nor gender impacted the teachers' EI development. Given other studies that show females and males differ in expression of inter- and intrapersonal emotional intelligence (Llego, 2017; Mouton et al., 2013), it would have been interesting to see if there was a relationship there. Likewise, there is conflicting research about the correlation between experience and EI level. Studies of larger, public schools with socioeconomically diverse students and staff may not only address the issue of replicability in other settings but also add to the literature on the relationship between EI and the various demographic groups.

Researchers in Israel conducted a study in a public high school with a more heterogeneous student body and found similar results as the Spanish study. This was a larger, rural school attended by 600 students who were from a variety of ethnic and socioeconomic backgrounds. Of the 70 teachers employed by the school, 21 volunteered to participate in a two-year-long training course to build emotional intelligence skills. Researchers interviewed the teachers at the end of the two years and found that all participants reported the EI training had a

noticeable positive impact on them as individuals. Teachers reported increased awareness and valuation of the concept of EI. They also practiced mindfulness behaviors more often and actively developed their EI skills with daily practice. They became more cognizant of how their emotional intelligence influenced their teaching practice and relationships with students (Dolev & Lesham, 2017).

In particular, the teachers expressed feeling more confident in their ability to manage their emotions and maintain a positive classroom climate for students. They felt they had more empathy for students and were able to resolve behavioral issues students more effectively, primarily due to their increased awareness of how emotions influence behavior. This led to improved communication and relationships among teachers and students. As mentioned previously, healthy student-teacher relationships are an important indicator of job satisfaction for school staff so training teachers in EI skills may promote professional practices that bolster those relationships.

Though this school setting was more diverse than that of the Spanish study, this sample size was also small and most participants were women (17 of 21). However, researchers did not compare EI results based on gender. In other studies, teachers were evaluated in several different domains of EI and teachers have demonstrated aptitude in some areas, but not in others depending on gender (Di Fabio & Palazzeschi, 2008; Platsidou, 2010). If these differences continue to be supported by additional research, that would have implications for professional development on the subject of emotional intelligence.

The results of a second Israeli study also demonstrated that teachers' EI levels could be improved with training. This was a mixed-methods quasi-experimental study of 186 elementary teachers who attended a 14-week emotional intelligence training program. Researchers analyzed

teachers' responses in written reflections and assessed their EI levels before and after training. Before the training, teachers reported feelings of stress caused by working conditions outside of their control. In their final reflections, many expressed feeling empowered by the training and new confidence in their ability to manage their emotions in stressful situations. In an analysis of the pre- and post-training assessments, researchers also found a significant increase in teachers' emotional intelligence, particularly in the areas of emotional "expression, regulation, and management" (Hen & Sharabi-Nov, 2014). The data also showed teachers improved in the area of perspective-taking, meaning they were better able to empathize with a person. At the same time, teachers' levels of personal distress were decreased. Personal distress is a negative aspect of empathy; possessing a high level of personal distress means a person is more likely to avoid being confronted with another person's suffering as a way of protecting their own emotional state. This would not be an ideal characteristic in a teacher interacting with students who need empathy so if EI skills training can reduce that tendency, student-teacher relationships may be improved. As mentioned, healthy relationships between teachers and students improve job satisfaction among school staff.

In this study, researchers also collected the teachers' socio-demographic information; eighty-seven percent of the participants were women, 80% had a least a bachelor's degree, and they had an average of 16 years of experience. However, as with the previous studies the data was not analyzed for differences based on those demographic characteristics. Just as some research has found there to be a relationship between gender and EI level, it has been suggested that education attainment also influences EI (Valente et al., 2019; Valente & Lourenço, 2020), but those results are contradicted in other studies (Amirian & Behshad, 2016; Mouton et al., 2013; Nizielski, 2012; Platsidou, 2010). Since the Hen & Sharabi-Nov study was a similar

sample size in a similar region of the world, it would have been helpful to have a comparison of teachers' EI assessment results disaggregated by education level.

In these three studies, the intent was to determine if a teacher's EI level could be increased through training and it appears that it can. In two of the studies, the training those teachers participated in was professional development designed for adults in the workplace. Only one study involved training as part of the preparation for teaching an SEL curriculum. While all three also examined teachers' job satisfaction, burnout, and self-efficacy, none assessed teachers' levels of depression and anxiety. However, researchers in Australia evaluated teachers' mental health before and after professional development for an SEL curriculum to explore whether or not teachers' mental health could be impacted as an unintended consequence of teaching an SEL curriculum.

To do this, they investigated the job-related depression and anxiety levels of 96 sixth and seventh-grade teachers over a period of two years. Socio-demographic data in the form of age, gender, experience, and education were also collected. Teachers were divided into three groups; one group was trained in the implementation of a mental health curriculum called *Aussie Optimism*. This curriculum was designed for students ages 11-13 and includes lessons to promote the development of social-emotional skills that reduce anxiety and depression while boosting self-esteem in adolescents. Implementation of the program included regular follow-up coaching. A second group received the training, but no follow-up coaching. A third group, the control, taught the usual adolescent mental and physical health curriculum provided by the state, which did not require training or coaching.

The researchers hypothesized that teachers who were trained and coached in *Aussie Optimism* would feel less anxiety and depression related to their work than the teachers in the

other two groups. At 12 and 24 months, the group that had received the training and support reported significantly lower levels of depression and anxiety than both the training only and the control group. When they compared the control group with the teachers who received training, but no coaching, there was no significant difference in the reported levels of depression and anxiety (Tyson, et al., 2009). In their regression analysis, researchers controlled for the socio-demographic variables and determined that those variables were not related to their results. By the end of the two years, it seemed to the researchers that the additional, ongoing support, provided by licensed psychologists, had an impact on the teachers' mental health. Additionally, these results suggest that socio-demographics have no bearing on that process.

Although this study did not assess teachers' levels of emotional intelligence, it is clear that something is going on in the group that received more complete training. Students who have had socio-emotional education have improved behavior and academic outcomes. Did teachers' depression and anxiety ease because their students were doing better or did their EI improve as a result of being trained in and teaching the SEL curriculum? The implication is that perhaps a lower incidence of mental health issues among teachers is the result of increased EI competencies that are learned as a byproduct of implementing an SEL curriculum for students.

Summary

The last several decades have seen an increased awareness of the impact our emotions have on our behavior and the role EI plays in personal and professional relationships. Social-Emotional Learning has a positive impact on students' behavior and academics, which has led many districts to implement SEL programs taught by classroom teachers. The goal of these programs is to increase the students' overall EI. Some studies have shown that teachers who are trained to deliver an SEL curriculum have higher levels of EI as well, whether as an intended or

unanticipated consequence. However, these studies are limited in the United States. Teaching is an emotionally demanding occupation filled with work-related stressors that can negatively impact the physical and mental health of school employees. Teachers with higher levels of EI seem to be able to manage these stressors more effectively, resulting in reports of higher job satisfaction and reduced burnout. This research seeks to contribute to the literature that has investigated the impact SEL curriculum training has on teachers' personal EI levels. Further, this study will examine whether that impact, if present, varies depending on teachers' socio-demographic characteristics.

Chapter 3

Introduction

The purpose of this study is to investigate the extent to which teachers' trait emotional intelligence levels are impacted by whether or not they teach an SEL curriculum with an adult component, and whether any relationship between the two variables is moderated by teachers' gender, levels of education, and teaching experience. This study will use a survey instrument to assess Trait EI levels, rather than Ability or Mixed. This study will seek to answer two research questions:

1. Is there a statistically and practically significant difference in trait emotional intelligence levels of Oregon 4th-8th grade teachers based on their participation in teaching an SEL curriculum with an adult component?
2. To what extent do the trait emotional intelligence levels of Oregon 4th-8th grade teachers who teach an SEL curriculum with an adult component differ based on gender, levels of education, or experience?

Design

This cross-sectional survey study design is appropriate because it allows for convenience sampling of already established SEL programs. The fact that the programs are already being used in the schools also reduces the need to conduct an experimental design that might be costly in both time and resources.

Participants

The target population for the survey is a convenience sample of elementary and secondary educators teaching grades four through eight, at several rural and urban-cluster schools in Oregon (see Table 1). Some schools are K-8, while others are middle and intermediate

schools containing grades four through eight. The towns in which the schools are located range from rural towns to small suburbs outside of a major metropolitan area.

The individual schools are demographically similar and selected based on the SEL curriculum they are using, or conversely, based on the fact that they are not currently using an SEL curriculum. Schools using RULER are in their second year of implementing the program. The second group of schools has implemented one of three SEL programs that do not include an adult component. These programs are *Second Step*, developed by the non-profit Committee for Children and *Caring School Community* from Collaborative Classroom. All three programs are similar in their components except for the fact RULER has more extensive professional development and includes additional resources for training teachers in adult social-emotional intelligence (Jones et al., 2017).

The third group of schools employs a traditional behavioral intervention program known as Positive Behavioral Interventions and Supports (PBIS), which is not considered an SEL curriculum. PBIS is a data-based tiered intervention system that promotes prosocial behavior among students through the establishment of normed expectations and positive school culture. The intervention activities in each tier are increasingly tailored to specific students' needs depending on how that student responds to previous interventions (Center on PBIS, 2020).

The survey data will be collected while teachers are dealing with the professional, academic, and societal impacts of the COVID-19 pandemic. This historical event represents a threat to internal validity. Also, teachers will be opting into taking the survey so there is a potential for selection bias because those who volunteer to participate may already have an interest in emotional intelligence. These plausible threats to validity will be addressed in the discussion of the study results.

Table 1

Selected School Demographics by Program

SEL Curriculum Adult Component								
Program	Code	Locale	Grades	Enrollment	Race 1	Race 2	Free & Reduced	Teachers
RULER	V	Suburb, small/ Rural, fringe	6-8	212	67% White	28% Hispanic	54%	12
RULER	D	Rural, fringe	6-8	470	51% Hispanic	45% White	64%	26
RULER	F	Town, fringe	4-8	558	68% White	25% Hispanic	66%	31
Second Step Caring School Community	M	Suburb, small/ Rural Fringe	6-8	373	82% White	10% Hispanic	41%	19
Second Step	C	Town, fringe	6-8	416	75% White	16% Hispanic	52%	18
PBIS	J	Town, fringe	7-8	330	80% White	10% Hispanic	27%	16
PBIS	G	Town, fringe	6-8	549	72% White	21% Hispanic	37%	25
PBIS	P	Town, distant	6-8	587	83% White	11% Hispanic	62%	27

Instrumentation & Procedures

A measurement of Trait Emotional Intelligence has been chosen for this study, specifically the *Trait Emotional Intelligence Questionnaire Short Form* (TEIQue-SF) which “is a 30-item measure that evaluates global trait EI, though it can also be used to assess the four Trait EI factors: Well-Being, Self-Control, Emotionality, and Sociability”. Participants rate their responses on a Likert scale of 1 Completely disagree to 7 Completely agree (Feher et al., 2019). The survey has demonstrated validity and reliability in school settings (Salisu, et al., 2020) as well as incremental and construct validity (Andrei et al., 2016; O’Connor et al., 2017; Siegling, 2015). It is internally consistent (Petrides, 2009) and the short form of the TEIQue has demonstrated concurrent validity to the long-form (Laborde, 2016). A scoring guide for the survey is available on the University College of London Psychometric Laboratory’s website and it is not necessary to obtain permission from the creators of the TEIQue-SF for non-commercial use, but permission will be sought to convert the survey to a Google Form.

This study will collect data about teachers’ Trait EI levels rather than ability or mixed for several reasons. While Trait EI self-report surveys can be vulnerable to socially desirable responses, the Ability EI performance assessments do not measure personality traits. Although they are more objective, they collect data about people’s ability to reason about emotions, not what they do with those emotions (Petrides, 2010). Also, higher levels of Trait EI may indicate that people are likely to use their emotional intelligence to modify their behavior, unlike Ability EI, which just demonstrates how much a person knows about the concept of emotional intelligence.

Likewise, while research has demonstrated a link between high Ability EI and academic and job performance (Brackett, et al., 2011; Cherniss, 2010), Trait EI has been shown to have

more of an influence on how people react to stressors. In addition, research has shown a negative correlation between Trait EI and job satisfaction, burnout, and performance (DeClercq et al., 2013; Schutte & Loi, 2014). Therefore, given the nature of teaching, it is more useful for the purposes of this research to examine teachers' Trait EI levels.

The TEIQue-SF is a paper and pencil survey but has been converted to an anonymous Google Form with the permission of the survey's creator. Demographic questions about gender, educational attainment, and years of experience have been added to the survey. To obtain the data, the researcher will contact the building administrator for each of the previously identified schools to determine their willingness to participate. An email explaining the purpose of the project and the survey instrument will be sent to the administrator to disseminate to their staff. The link to the Google Form will be included in the email. Teachers will be given the option to provide their names if they would like to be entered into a drawing for a \$25 Amazon gift card as an incentive for participation.

The survey will remain open for four weeks in October, 2021. Ideally, a short response window will cause participants to respond more immediately. At the end of the first week, a reminder email will be sent to teachers through their administrator. At the beginning of the fourth week, another email will go out reminding teachers of the due date. The data from each of the three groups of schools will be combined resulting in three sets of survey results.

Analytics

Teachers in all settings will be surveyed with a targeted 50% response rate. The independent variables for this study will be teacher participation status in the delivery of an SEL curriculum or lack thereof, and covariates including the participants' gender, level of experience,

and educational level. The dependent variables will be the levels of Trait EI scores on the TEIQue-SF for each teacher and at each school.

The survey data will be converted to an Excel spreadsheet that can be uploaded to the Psychometric Lab scoring engine which will score the data that includes Cronbach alpha values (see <https://psychometriclab.com/scoring-the-teique/>). The scores will represent the average Trait EI level of the teachers in each of the groups sorted by SEL program, or lack thereof. Data for research question one will be analyzed using a one-way ANOVA because the independent variable of participation status in an SEL program is categorical and the study will be examining the differences in the population means. This study will also be looking at the relationship between the multiple categorical, independent variables of gender, age, experience, and education of teachers participating in the adult component of an SEL curriculum on the dependent, continuous variable of emotional intelligence levels. For this reason, the data for research question two will be analyzed with multiple regression (See Table 2).

Table 2

Analytics

RQ	Hypothesis	Variables	Statistical Analysis
1	<p>H₀ There is no statistically significant difference in the trait emotional intelligence levels of teachers by their participation status in an SEL program.</p> <p>H₁ There is a statistically significant difference in the emotional intelligence levels of teachers by their participation status in an SEL program.</p>	<p>Independent Variables: Dummy Coded #1 SEL program with an adult component #2 SEL program without adult component</p> <p>Dependent Variable: Emotional intelligence level</p>	<p>One-way ANOVA</p> <p>One categorical independent variable with three levels</p> <p>One continuous dependent variable</p>
2	<p>H₀ There is no statistically significant difference in emotional intelligence levels among teachers who use an SEL curriculum with an adult component based on gender, levels of education, or experience.</p> <p>H₁ There is a statistically significant difference in emotional intelligence levels among teachers who use an SEL curriculum with an adult component based on gender, levels of education, or experience.</p>	<p>Independent Variables: Dummy coded #1 SEL program with an adult component #2 SEL program without adult</p> <p>Covariates #1 Gender #2 Experience #3 Education</p> <p>Dependent Variable: Emotional intelligence level</p>	<p>Independent Samples t-Test</p> <p>Three categorical independent variables</p> <p>One continuous dependent variable</p>

Research Ethics

Since this study involves human participants, approval will be obtained from the Institutional Review Board at George Fox University before it begins. There is little risk, other

than time invested, to participants because the survey will be voluntary and respondents self-select to participate. There will not be disincentives for opting out and responses will be anonymous and confidential. Consent will be obtained from teachers before they take the survey. Survey responses and data, digital or otherwise, will be kept on a secure computer or in a locking cabinet in the researcher's office until it is destroyed. The Google Form will be designed so that no identifying information is collected during the survey and only aggregated data results will be reported in the discussion.

I have no personal or professional relationship with the staff at the schools using *Caring School Community* or *Second Step* or at the schools not currently using an SEL curriculum and will likewise not share survey data with them. Although I do have a professional relationship with staff in the districts using RULER, I will not be sharing any data or results beyond what any person could obtain once the study is completed. I have no personal or professional association with the RULER program itself; its inclusion in this study is out of convenience because it is an SEL program with an adult component widely used in the local school districts. As mentioned, incentives offered for participation will be in accordance with district policy and state law, if allowed.

Summary

I propose this study is necessary to add to the body of knowledge regarding EI and the workplace because research into the effect of SEL training on teachers' emotional intelligence levels is not as common in the United States. More research needs to be done to examine the impact of teaching an SEL curriculum on teachers' EI levels. If such a relationship is found, it may warrant additional study into the mechanisms of that impact. Additionally, if as the literature shows, higher EI levels result in lower levels of job-related stress and burnout, it may

suggest another area of study into the benefits of purposeful emotional intelligence training for teachers as one avenue for districts to pursue in their efforts to attract and retain teachers. Finally, socio-demographic data collected will be used to compare the impact of SEL training on teachers based on their gender, level of education, and years of experience. This will add to previous literature that disaggregated study results based on those characteristics. If emotional intelligence training impacts teachers differently depending on their demographics, this could have implications for the design of professional learning.

Chapter 4

Results

There were two inter-related purposes to this study. Firstly, it sought to examine the differences in Trait EI levels among three groups of teachers: those who deliver an SEL curriculum that includes an adult component (RULER), teachers who deliver an SEL curriculum without an adult component (Second Step, Caring School Community), and teachers whose school utilizes a traditional PBIS program without an SEL focus. Secondly, it investigated whether or not there was any difference in Trait EI levels among the categorical variables of gender, teaching experience, and education level of the teachers. Due to low response rates, however, the hypotheses were reworded after the data was collected to exclude the third group of teachers. This chapter will discuss the findings for each hypothesis after a description of the categorical variables.

Collection and Data Screening

IRB approval was obtained on April 21, 2021 however, because it was nearing the end of the school year and districts were still being overwhelmed by the uncertainty related to the impact of COVID-19 protocols, it was decided the survey would be sent to schools in the fall after the new school year was well underway and there was a return to somewhat normal operations. Therefore, the survey was open from October 20, 2021, to February 14, 2022. A longer response window was set to account for winter break. The paper and pencil version of the TEIQue-SF was converted to a Google Form, with the permission of its creator K. V. Petrides of the Psychometric Laboratory at the University College London, and sent to the nine schools detailed in Table 1 of Chapter Three. However, the administration of District D in the SEL Curriculum Adult Component group (RULER) that had previously committed to participating

withdrew and was replaced with a district coded as District E with 250 students and 12 teachers. The racial make-up of the schools is similar, but the percentage of students in District E that qualify for the Free and Reduced program is 95%, compared to 64% in District D. In the end, 23 of the 55 teachers (42%) who are implementing RULER responded to the survey.

In regards to the schools in the SEL Curriculum No Adult Component (Other SEL) group, only two of the three administrators responded to the researcher's request to forward the survey to staff. However, because the administrator did not indicate the school was choosing to withdraw from participation, they were not replaced with a comparable district. Fourteen of the 64 teachers employed by those three districts in this group participated in the survey, for a response rate of 22%.

Of the Traditional Behavioral Intervention Program (PBIS) group, one district declined to participate late in the year, but a comparable district could not be found to replace them. Of the two remaining districts, no response from the administration of the schools was received by the researcher, but one teacher of the 43 staff members in the two schools did respond to the survey. Due to the lack of participants, this third group of districts was removed from the study.

In the end, a total of 37 teachers out of 119 potential participants responded, or 31%. After the survey closed, the results were downloaded as Excel spreadsheets and the demographic information was recoded and separated from the results of the TEIQue-SF. The TEIQue-SF response data was then uploaded to the Psychometric Laboratory's scoring engine, which produced individual scores for each factor of Trait EI, a global Trait EI score, as well as the mean scores and Cronbach's Alpha for each. Recoded demographic data was then merged with the TEIQue-SF data. Cross-referencing was performed multiple times to ensure the demographic data was combined correctly with the individual responses to the TEIQue-SF questions.

Participant Demographics

Table 3 shows the demographics of the eventual 37 participants from a presumed six districts. All of the participants were employed in schools serving students in grades four through eight. The districts are all considered to be small towns, small suburbs, or rural areas by the U.S. Census Bureau. As would be expected in the field of education, the majority of respondents were female (78%). Most have sixteen or more years of teaching experience (38%) and a vast majority, at 86%, have attained an educational level beyond a bachelor's degree. This is not surprising because teaching at the secondary level generally requires a master's degree in Oregon. Most of the respondents were teachers working in the schools that had implemented the RULER program (62%).

Table 3

Participant Demographics

	Frequency	Percent (%)
Gender		
Female	29	.78
Male	8	.22
Experience (Years)		
0-5	6	.16
6-10	8	.22
11-15	9	.24
16+	14	.38
Education Level		
Bachelor's Degree	5	.13
Beyond Bachelor's	32	.86
Program Participation Status		
RULER	23	.62
Other SEL Program	14	.38

TEIQue-SF Items and Scales

The TEIQue-SF is a 30-item survey based on the original TEIQue that consists of 153 items, 15 facets, and four factors. Like the full TEIQue, the TEIQue-SF produces scores in each of the four factors of well-being, self-control, emotionality, and sociability as well as a global Trait EI score. The TEIQue-SF does not produce scores in each of the 15 facets like TEIQue does, but the four factors are related to the 15 Trait EI facets measured in the longer form (Freudenthaler et al., 2008). To that end, the SF survey includes two questions from each of the 15 facets measured in the longer survey. The selection of the items for inclusion in SF was based on correlations with the longer survey. Of those questions, six belong to the factor of well-being, six to self-control, eight to emotionality, and six to sociability. Four of the items do not correspond to a factor but instead, contribute to the global Trait EI score. Fourteen of the 30 are negative items and are reversed scored (Zampetakis, 2011). Table 4 displays each item with its corresponding factor and facet.

Table 4

Item Descriptions

Factor	Facets	Item	Item Text
Well-Being	Self-Esteem, Trait Optimism, Trait Happiness	5 R	I generally don't find life enjoyable.
		9	I feel that I have a number of good qualities.
		12 R	On the whole, I have a gloomy perspective on most things.
		20	On the whole, I'm pleased with my life.
		24	I believe I'm full of personal strengths.
		27	I generally believe that things will work out fine in my life
Self-Control	Emotional Regulation, Stress Management, Low Impulsivity	4 R	I usually find it difficult to regulate my emotions.
		7 R	I tend to change my mind frequently
		15	On the whole, I'm able to deal with stress.
		19	I'm usually able to find ways to control my emotions when I want to.
		22 R	I tend to get involved in things I later wish I could get out of
Emotionality	Emotional Perception, Emotional Expression, Trait Empathy, Relationships	1	Expressing my emotions with words is not a problem for me.
		2 R	
		8	I often find it difficult to see things from another person's viewpoint.
			Many times, I can't figure out what emotion I'm feeling
		13 R	Those close to me often complain that I don't treat them right
		16 R	I often find it difficult to show my affection to those close to me.
		17	I'm normally able to "get into someone's shoes" and experience their emotions
		23	I often pause and think about my feelings.
28 R	I find it difficult to bond well even with those close to me.		

Table 4 (continued)

Item Descriptions

Sociability	Assertiveness, Social Awareness, Emotional Management	6	I can deal effectively with people.
		10 R	I often find it difficult to stand up for my rights.
		11	I'm usually able to influence the way other people feel.
		21	I would describe myself as a good negotiator.
		25 R	I tend to "back down" even if I know I'm right.
		26 R	I don't seem to have any power at all over other people's feelings.
See note	See note	3	On the whole, I'm a highly motivated person.
		14 R	I often find it difficult to adjust my life according to the circumstances.
		18 R	I normally find it difficult to keep myself motivated.
		29	Generally, I'm able to adapt to new environments.

Note: Items with **R** were reversed scored. Items 3, 14**R**, 18**R**, and 29 do not contribute to any factor scores, only to the Global Trait EI score

Participants respond to survey items on a Likert scale where 1 = completely disagree and 7 = completely agree. Table 5 displays the scale ranges, means, standard deviation, and Cronbach's Alpha for each of the items. The global EI score has good reliability with a Cronbach's alpha of .81, while the reliability of the factors of well-being, self-control, and sociability range from good to questionable. Interestingly, the factor with the largest number of items, Emotionality, ended up with the poorest internal consistent reliability.

Table 5*TEIQue-SF Scale Ranges, Scores, and Reliability*

	N of Items	Scale Range	Mean Score	SD	Cronbach's Alpha
Well-Being	6	6-42	5.90	.85	0.86
Self-Control	6	6-42	4.89	.80	0.64
Emotionality	8	8-56	5.62	.63	0.51
Sociability	6	6-42	4.93	.84	0.68
Global EI Score	4	4-28	5.41	.49	0.81

Research Question 1:

Is there a statistically and practically significant difference in trait emotional intelligence levels of Oregon 4th-8th grade teachers based on their participation in teaching an SEL curriculum with an adult component?

Due to the small sample size ($n=37$), an independent samples t-test based on 1000 bootstrap samples was performed comparing the 23 teachers who are trained in RULER and the 14 teachers who are trained in an SEL curriculum without an adult component. Because the sample size was so small, the distribution could not be assumed to be normal, making it more difficult to determine the confidence interval and standard errors. When t-tests were run on the data without bootstrapping, the confidence intervals of the results did not cross zero even though the p -values were not significant. Resampling the survey results through bootstrapping allowed for the assumption of equal variance and eliminated this error.

A conservative alpha of .0167 was used to reduce the possibility of type one error caused by the limited sampling. The independent samples t-test (Table 6) shows that there is no significant or practical difference between the scores of teachers who participate in RULER and the scores of teachers who implement an SEL curriculum without an adult component. This was true of all four factors or in the global Trait EI scores. Therefore, we fail to reject the null

hypothesis that there is no statistically significant difference in the trait emotional intelligence levels of teachers by their participation status in an SEL program.

Table 6

Independent Samples T-tests of TEIQue-SF Factor Scores x Program

Factor	Lavene's Test for E.V.		t	Df	Sig. 2- Tail	Mean Diff	Std. Error Diff	95% Confidence	
	F	Sig						Lower	Upper
Well-Being	2.20	.15	1.99	35	.12	.55	.28	-.04	1.28
Self-Control	.36	.55	1.35	35	.19	.36	.27	-.14	.89
Emotionality	.48	.49	-.42	35	.73	-.09	.22	-.55	.37
Sociability	.20	.66	.02	35	.98	.01	.29	-.55	.37
Global Score	1.06	.31	1.18	35	.32	.20	.17	-.17	.55

Note: *p*-value, standard error difference, mean difference, and confidence intervals are bootstrapped

Research Question 2:

To what extent do the trait emotional intelligence levels of Oregon 4th-8th grade teachers who teach an SEL curriculum with an adult component differ based on gender, levels of education, or experience?

Independent samples t-test based on 1000 bootstrap samples was also performed to evaluate any differences among the factor or global EI scores by gender and education level. Again, the alpha value of .0167 was used to control for errors. Table 7 shows there was no practical or statistically significant difference between genders for the factor or global EI scores except in the area of emotionality. The *p*-value of this difference was .002, which was below the alpha of .0167 suggesting that females have higher EI scores in the factor of emotionality than males. Higher scores in this factor are associated with an increased ability to perceive and express emotions resulting in closer personal relationships. However, the difference could be explained by

Cronbach’s Alpha for that factor being lowest despite being related to a larger number of items as shown in Table 5.

Table 7

Independent Samples T-tests of TEIQue-SF Factor Scores x Gender

Factor	Lavene’s Test for E.V.		t	Df	Sig. 2- Tail	Mean Diff.	Std. Error Diff.	95% Confidence	
	F	Sig						Lower	Upper
Well-Being	1.53	.23	1.09	35	.14	.37	.23	-.06	.82
Self-Control	1.44	.24	1.02	35	.17	.32	.24	-.16	.80
Emotionality	.15	.70	-3.89	35	.002	.83	.25	-1.34	-.33
Sociability	.13	.72	.81	35	.35	.27	.25	-.40	.84
Global Score	5.4	.03	-.08	35	.90	.02	.12	-.26	.23

Note: *p*-value, standard error difference, mean difference, and confidence intervals are bootstrapped

Table 8 displays the results of a bootstrapped t-test, again based on bootstrap 1000 samples, comparing the scores of teachers with a bachelor’s degree and those with education beyond a bachelor’s degree. These results show that there was no practically or statistically significant difference in EI factors or global score regardless of education level.

Table 8

Independent Samples T-tests of TEIQue-SF Factor Scores x Education Level

Factor	Lavene’s Test for E.V.		t	Df	Sig. 2- Tail	Mean Diff.	Std. Error Diff.	95% Confidence	
	F	Sig						Lower	Upper
Well-Being	.04	.85	-.19	35	.85	.08	.42	-.97	.72
Self-Control	1.13	.30	-.75	35	.96	.29	.48	-.94	.98
Emotionality	.17	.69	.58	35	.51	.18	.27	-.38	.68
Sociability	.05	.83	1.05	35	.21	.43	.35	-.28	1.13
Global Score	.04	.85	.38	35	.75	.09	.27	-.34	.69

Note: *p*-value, standard error difference, mean difference, and confidence intervals are bootstrapped

A comparison of the Trait EI scores of teachers based on experience level required a one-way ANOVA as shown in Table 9. There was no statistical or practical difference among teachers based on their years of experience. Like with gender, the only factor in which the groups seemed to differ was Emotionality, but even then, the $P = .33$, well above the alpha of .05. Given that none of the p -values were significant, post hoc analysis was not necessary.

Table 9

One Way ANOVA of TEIQue-SF Factor Scores x Years of Teaching Experience

Factor		Sum of Squares	df	Mean Square	F	Sig.
Well-Being	Between Groups	1.63	3	.54	.74	.53
	Within Groups	24.12	33	.73		
	Total	25.75	36			
Self-Control	Between Groups	.11	3	.04	.05	.98
	Within Groups	22.90	33	.69		
	Total	23.01	36			
Emotionality	Between Groups	1.41	3	.47	1.19	.33
	Within Groups	13.01	33	.39		
	Total	14.42	36			
Sociability	Between Groups	1.19	3	.40	.54	.66
	Within Groups	24.34	33	.74		
	Total	25.53	36			
Global Score	Between Groups	.25	3	.08	.25	.86
	Within Groups	10.82	33	.33		
	Total	11.07	36			

Based on the results of the statistical tests, this study fails to reject the portion of the null hypothesizing that there is no statistically significant difference in emotional intelligence levels among teachers who use an SEL curriculum with an adult component based on levels of education or experience. However, the portion of the alternative hypothesis that states there is a statistically significant difference in emotional intelligence levels among teachers who use an SEL curriculum with an adult component based on gender is accepted.

Summary

The TEIQue-SF was used to examine the Trait EI levels of 37 teachers. One group of teachers is currently implementing an SEL program with an adult component called RULER. The second group is using SEL programs that do not include training in adult emotional intelligence. Scores were derived in four factors, well-being, self-control, emotionality, and sociability, in addition to a global Trait EI score. The factor of well-being has a Cronbach's alpha of .86 indicating good reliability, whereas the reliability of self-control and sociability were questionable (.64 and .68 respectively). The factor for which there was a significant difference, emotionality, had a Cronbach's alpha of .51, indicating poor reliability (George & Mallery, 2003). Statistical tests revealed no practical or statistically significant difference in the Trait EI levels of teachers regardless of program. Further, there were no significant differences among teachers depending on gender, years of experience, or level of education. However, there was a significant difference between the scores of males and females in the factor of emotionality. These results and their limitations will be discussed further in Chapter Five as well as the implication for practice and further research.

Chapter 5

There is no doubt that teaching has always been a stressful occupation. Some factors contributing to that stress have been consistent throughout the decades such as lack of autonomy, administrative support, and funding. In the past twenty years, though, new stressors related to widespread inequities, more frequent crime and violence on school campuses, and a significant number of students coming to class experiencing trauma have added to the pressures educators face daily. This has led to high rates of attrition, resulting in teacher shortages and less experienced, therefore less effective, teachers in schools that need high qualified educators the most.

Unfortunately, the realities of society mean that the stressors teachers deal with are unlikely to disappear. Our best hope is to develop strategies to moderate the external stressors experienced by teachers. Previous stress management techniques have centered on encouraging self-care, but little attention was given to teachers' psychological responses to stress. However, culturally, mental health care has become less of a taboo subject and in the past 20 years, increased awareness of the impact of emotional intelligence on students' mental and physical well-being has led some researchers to consider how teachers' EI levels affect their feelings of job stress and burnout, as well as the frequency of negative coping behaviors.

The purpose of this study was to investigate the relationship between teacher Trait EI levels and their participation in different types of SEL programs or a traditional PBIS program. The first group of schools implemented the SEL curriculum RULER. This program takes three years to fully implement because the first year focuses primarily on training teachers in the concept of emotional intelligence and its impact on behavior. Before teachers introduce the material to students, they apply it to the staff culture of the school. RULER is one of the very

few SEL curricula that has an adult component. The second group was made up of schools that have implemented other SEL curricula without an adult component, specifically Second Step and Caring School Community. While there is training for teachers to deliver the content in the classroom, these programs do not spend as much time focusing on the emotionally intelligent behaviors of the teachers involved. Lastly, the third group of schools selected did not have a specific SEL program implemented and were using the traditional PBIS program as a behavioral intervention for students. If there was a significant difference between the RULER group and the other two groups, those results might suggest that targeted professional development related to adult emotional intelligence corresponds to higher levels of EI. Likewise, if there was a significant difference between teachers implementing an SEL program and those who participated in PBIS, that may suggest the act of delivering an SEL curriculum has an impact on teachers' EI as an indirect consequence.

In the midst of this study, the COVID-19 pandemic arrived. In the subsequent two years, there have been several studies demonstrating the negative effects of the pandemic on teachers' mental health. Teachers report increased feelings of burnout, particularly higher levels of anxiety that continued after they were done teaching for the day (Pressley, 2021). They point to overwhelming workloads, especially in regards to the technical demands required for adapting materials for distance learning or hybrid teaching (Flack, et al., 2020). Some researchers have begun to liken the experience of people teaching during the pandemic to a form of PTSD (Sadovyy et al., 2021). This surely affected the data collection and survey results as will be addressed in the next section.

Discussion of Findings

The results of this study address the following research questions:

1. Is there a statistically and practically significant difference in trait emotional intelligence levels of Oregon 4th-8th grade teachers based on their participation in teaching an SEL curriculum with an adult component?
2. To what extent do the trait emotional intelligence levels of Oregon 4th-8th grade teachers who teach an SEL curriculum with an adult component differ based on gender, levels of education, or experience?

Difference based on program participation status

As mentioned in Chapter Four, the PBIS group of schools was dropped from the study due to lack of participation. Of the two remaining groups, the RULER schools had about twice the participation rate as the Other SEL group. In addition, the administrators of those schools were more receptive to participating in the survey, expressed interest in the results, and were generally more communicative than those of the Other SEL group. In fact, I received an email from one teacher in the RULER group asking me to make sure that they had taken the survey. This might suggest that the RULER schools are more familiar with the concept of emotional intelligence and aware of its significance in the lives of teachers and students. This is conjecture, but the fact that the teachers and administrators, were willing, and in some cases eager, to participate would also imply they possess a curiosity about their own emotional intelligence and are comfortable sharing their feelings.

Because of the lower participation rate and less enthusiastic communication from the administrators of the Other SEL group and the lack of response from the PBIS group, it could be inferred that the emotional intelligence of the adults in the school has not been as explored as in

the RULER schools. Again, there is no statistical data to support these assumptions, but it is an interesting anecdotal observation.

On the other hand, the statistical data does not support the hypothesis that there is a difference between the Trait EI levels of teachers in RULER schools versus those in Other SEL schools. The p -value of the Global Trait EI scores of the t-test comparing programs was .32 considerably higher than the alpha of .0167. The nearest p -value was in the factor of well-being at .12, still well above the alpha. This is contrary to the results of the study by Castillo-Gualda, et al., in 2017. This similarly small study suggested that RULER training improved their EI scores in the area of emotional understanding and management. This corresponds to the factor of sociability on the TEIQue-SF. The p -value for sociability in our study was .98 indicating no significant difference between the Other SEL and RULER groups.

Difference based on years of teaching experience, level of education, or gender

Likewise, the ANOVA performed revealed no statistical difference among teachers based on years of teaching experience. Even at an alpha of .05, the closest significance level was $P=.33$ in the area of emotionality, which has the lowest internal consistent reliability despite having the highest number of survey items. This finding does concur with the Platsidou study in 2010 demonstrating that experience has no impact on EI levels. However, it contradicts the results of the Valente et al. study in 2019 which showed that teachers with more years of experience had lower levels of emotional intelligence.

The t-tests conducted in our study agree with the Platsidou study that shows there is no correlation between the level of education and teachers' EI levels. that. The p -value closest to the alpha of .0167 was still much higher at .21 in the area of sociability. Global Trait EI was not significant at $P=.75$. Also, the Iranian study by Amirian & Behshad in 2016 found that education

did not affect EI, but it did show that teachers with more experience had higher levels of EI. On the other hand, this was not supported by a second Iranian study by Rastegar & Memarpour in 2009, which showed that years of experience had no relationship with EI level. The results of Mouton et al. in 2013 and Nizielski et al. in 2012 also agree levels of education and years of experience have no relationship with EI levels of teachers.

However, in our study, there was a significant difference between males and females in the area of emotionality ($P=.002$). This supports the findings of Mouton et al. (2013) and Llego (2017) studies, which show there was a relationship between gender and specific aspects of emotional intelligence. In those studies, females scored higher than males in the recognition of emotions in others and expression of interpersonal emotions, which corresponds to the emotional perception, emotional expression, empathy, and relationships facets that are associated with emotionality in the TEIQue-SF. The studies by Anari (2012), Di Fabio & Palazzeschi (2008), Plastidou (2010), Valente et al. (2019), and Valente and Lourenço (2020) also reiterate these results. Di Fabio & Palazzeschi (2008) and Mouton et al. (2013) both found that males score higher in the area of emotional regulation and awareness, which corresponds to the facet of self-control in the TEIQue-SF, but this study showed no statistical difference between the genders in that factor ($P=.17$).

Limitations

The most obvious limitation of this study is the small sample size. It was the original intent to conduct a multiple regression to analyze the categorical variables of experience, education, and gender. However, since neither eventual comparison group garnered more than 30 participants, t-tests were run instead. Even then, the tests needed bootstrapping because it was not possible to truly tell the difference between the variables. Without bootstrapping, the

confidence intervals did not contain the null hypothesis value even though none of the p -values were significant. It is impossible to say what impact the pandemic had on response rate, but given the increased workloads and added pressure teachers have been experiencing for two years, it is likely and understandable that the participants did not make the survey a priority.

There is also a possibility that the responses of the teachers who did participate were affected by the methodology. The sampling procedure lends itself to selection bias since participants were selected because they were already familiar with the concept of emotional intelligence. Although convenient and cost-effective, the survey design itself has limitations. Respondents may not trust in the assurances of anonymity, especially with a survey about emotions sent to them by their supervisor. Even if they do trust that their responses are anonymous, there may still be an unconscious urge to respond in socially desirable ways (Coughlan et al., 2009). Also, considering the sheer volume of communications teachers receive every day and how they must triage their responsibilities, it is possible the surveys were at worst ignored, or at best forgotten.

Removing the third group of schools using PBIS also limited the scope of this study. With the current data, I was only able to compare different SEL programs. It would have enriched the findings to have been able to compare the SEL schools with non-SEL schools. Similarly, due to time constraints, I did not survey teachers about their levels of stress or burnout in addition to their Trait EI levels. Much of the research into emotional intelligence is related to its impact on job satisfaction and performance. Adding that data to the results would have contributed to that existing research, but it was beyond the scope of this study.

Suggestions for Future Research

There are several suggestions for studies like this one in the future. Firstly, any similar study should not be conducted during a worldwide pandemic unless the researcher aims to examine emotional intelligence as it relates to a crisis like that specifically. That would be interesting and beneficial research, however. Notwithstanding COVID-19, collecting a larger sample size should be the goal of any further research into teachers' Trait EI. In the future, a larger pool of districts over a greater geographical area should be considered to increase the odds of obtaining a sufficient number of participants in each group. Even though SEL is not as common in high school, some schools do implement a curriculum so expanding the grade range to four through 12 would provide more potential respondents. Because local education service districts in the state usually provide professional development to smaller districts, those agencies should be contacted for assistance in identifying schools currently using an SEL curriculum.

The survey sent to teachers dealt with the sensitive topic of emotional intelligence and some may have not participated because it was forwarded to them by their building administrators. Exploring other options for contacting teachers with the survey should be considered in future research. Perhaps participants could be reached through a third party that teachers implicitly trust like the Oregon Education Association (OEA) or their local union representatives. The OEA has regional educator networks that may assist in reaching out to teachers within the specific geographical area of the study. Likewise, the Oregon Department of Education maintains the Oregon Educator Network which could allow research-practitioners to make connections with teachers around the state who might be interested in participating in such a study.

Any future research would also need to include schools not implementing SEL curricula to accurately assess the relationship between EI and SEL implementation. Personal contact is necessary to find these schools because the information available on local and state websites might be vague or outdated. It is more difficult to identify those schools because administrators and other staff may be reluctant to share with researchers that their school is not using an SEL curriculum. Social-emotional learning has received more attention in the last few years and school personnel may feel defensive if they have not introduced that initiative yet so these conversations would require professionalism and tact on the part of the researcher.

As mentioned in the previous section, a larger study including variables like levels of stress or burnout would help determine if higher levels of Trait EI result in higher levels of job satisfaction. Analyses of that relationship are not as common in the United States as they are in other countries and conducting a study of that nature would help fill the gaps in the research. A mixed-methods study with a quantitative measurement of Trait EI levels combined with qualitative phenomenological data about teachers' job satisfaction would perhaps yield the most complete picture of how emotional intelligence affects educators.

Practical Implications

In practice, the results of this study have implications for administrators who want to provide professional development that moderates teacher stress and burnout. As a teacher for 20 years, I have participated in many hours of PD that was neither relevant nor improved my practice. Very uncommonly, those trainings would have something to do with managing stress and when they did, it was limited to suggestions about exercise or sleep hygiene. Throughout my teaching career, it has been my belief that the building principal's most important role is that of instructional leader. Now as a first-year administrator, I have an opportunity to live that belief.

Being an effective instructional leader requires creating a school environment that nurtures teachers. They cannot be effective practitioners if they are overwhelmed emotionally.

Conversely, employees are likely to perform better if they feel their employers care about them as individuals, and looking after their emotional well-being is a large part of that. Training that helps teachers develop positive emotional intelligence skills may be a part of building a culture that makes them, and therefore students, more successful.

The focus on emotional intelligence should begin before teachers are hired however. Many colleges and universities have experienced a significant drop in the number of students completing teacher education programs in the past two decades. A recent study by the American Association of Colleges for Teacher Education showed that there were 22 percent fewer bachelor's degrees of education awarded in 2019 than in 2005 (Will, 2022). The stress associated with teaching is a contributing factor in that decline. Teacher preparation programs may be able to attract and retain students by incorporating courses on emotional intelligence into their curricula. Pre-service teachers should learn how increased emotional intelligence will positively impact their future practice, especially in the area of classroom management, which in turn reduces stress. In addition, they would acquire skills to help them improve their own emotional intelligence and therefore other areas of their personal and professional lives.

Once teachers are in the classroom, administrators should use the research into emotional intelligence to implement relevant, recurrent professional development for them. This would be a change to traditional professional development offerings available to some teachers and like all efforts at organizational change, the execution of the program would need to be very methodical. A professional learning initiative that has buy-in among teachers, has clear goals and appropriate funding, and is designed to improve practical skills, will require a clear change plan that may

take years to enact. This may cause administrators to become impatient with its implementation but a rushed initiative will always fail. Teachers become disillusioned with new programs promising, and failing, to improve their practice year after year, but emotional intelligence training has the potential to really help if managed correctly.

One important factor to consider when designing professional development in emotional intelligence is how to make it relevant to different staff members. Since the results of this present study and others show that males and females have strengths in different areas of Trait EI, the content of that training could be refined to make it even more relevant to the teachers' circumstances. The TEIQue-SF could be used with demographic data, as this study does, to determine if teachers' EI in a particular school does differ based on their years of experience or education level so training could be even more targeted. Also, a common complaint among teachers is that there is no follow-up to professional development, but the TEIQue-SF is a quick survey that can be given to teachers at the beginning and end of the year to assess if such training has been impactful. If so, improving EI may lead to a higher rate of retention thereby increasing the level of expertise available to the students at that school.

Conclusion

Emotional intelligence and its role in education is a topic worthy of additional study. In the years to come, the academic, emotional, and social needs of students will likely increase which in turn will increase the occupational demands on teachers. If developing the emotional intelligence levels of teachers can moderate the stress they experience, not only will students benefit, it will improve the personal and professional lives of teachers. Additionally, a focus on emotional intelligence may help attract students to teacher preparation programs and retain teachers already in the profession.

References

- Amirian, S. M. R., & Behshad, A. (2016). Emotional intelligence and self-efficacy of Iranian teachers: A research study on university degree and teaching experience. *Journal of Language Teaching and Research*, 7(3), 548-558.
- Anari, N. N. (2012). Teachers: emotional intelligence, job satisfaction, and organizational commitment. *Journal of Workplace Learning*.
- Andrei, F., Siegling, A. B., Aloe, A. M., Baldaro, B., & Petrides, K. V. (2016). The incremental validity of the Trait Emotional Intelligence Questionnaire (TEIQue): A systematic review and meta-analysis. *Journal of Personality Assessment*, 98(3), 261-276.
- Augusto-Landa, J. M., López-Zafra, E., Berrios-Martos, M. P., & Pulido-Martos, M. (2012). Analyzing the relations among perceived emotional intelligence, affect balance and burnout. *Psicología Conductual*, 20(1), 151.
- Augusto-Landa, J. M., López-Zafra, E., & Pulido-Martos, M. (2011). Inteligencia emocional percibida y estrategias de afrontamiento al estrés en profesores de enseñanza primaria: Propuesta de un modelo explicativo con ecuaciones estructurales (SEM) = Perceived emotional intelligence and stress coping strategies in primary school teachers: Proposal for an explanatory model with structural equation modelling (SEM). *Revista de Psicología Social*, 26(3), 413–425. <https://doi-org.georgefox.idm.oclc.org/10.1174/021347411797361310>
- Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). *Psicothema*, 18, 13-25.
- Bienestok, T., & Sayres, W. C. (1968). *Problems in job satisfaction among junior high school teachers*.

- Blase, J. J. (1986). A qualitative analysis of sources of teacher stress: Consequences for performance. *American Educational Research Journal*, 23(1), 13-40.
- Brackett, M. A., Lopes, P. N., Ivcevic, Z., Mayer, J. D., & Salovey, P. (2004). Integrating emotion and cognition: The role of emotional intelligence. *Motivation, emotion, and cognition: Integrating perspectives on intellectual functioning*, 175-194.
- Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47(4), 406-417.
- Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional intelligence: Implications for personal, social, academic, and workplace success. *Social and Personality Psychology Compass*, 5(1), 88-103.
- Carver-Thomas, D. & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it*. Palo Alto, CA: Learning Policy Institute
- Castillo-Gualda, R., García, V., Pena, M., Galán, A., & Brackett, M. A. (2017). Preliminary findings from RULER approach in Spanish teacher's emotional intelligence and work engagement. *Electronic Journal of Research in Educational Psychology*, 15(3), 641-663.
- Center on PBIS. (2020). <https://www.pbis.org/topics/school-wide>.
- Chase, F. S. (1951). Factors for satisfaction in teaching. *Phi Delta Kappan*, 33(3), 127-132.
- Chiong, C., Menzies, L., & Parameshwaran, M. (2017). Why do long-serving teachers stay in the teaching profession? Analysing the motivations of teachers with 10 or more years' experience in England. *British Educational Research Journal*, 43(6), 1083-1110.
- Collaborative for Academic, Social, and Emotional Learning. (2020). Retrieved from <https://casel.org/>

- Coughlan, M., Cronin, P., & Ryan, F. (2009). Survey research: Process and limitations. *International Journal of Therapy and Rehabilitation, 16*(1), 9-15.
- Davis, S. K., & Humphrey, N. (2012). The influence of emotional intelligence (EI) on coping and mental health in adolescence: Divergent roles for trait and ability EI. *Journal of Adolescence, 35*(5), 1369-1379.
- De Clercq, D., Bouckennooghe, D., Raja, U., & Matsyborska, G. (2014). Unpacking the goal congruence–organizational deviance relationship: The roles of work engagement and emotional intelligence. *Journal of Business Ethics, 124*(4), 695-711.
- Dolev, N., & Leshem, S. (2017). Developing emotional intelligence competence among teachers. *Teacher Development, 21*(1), 21-39.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405-432.
- Espelage, D. L., Rose, C. A., & Polanin, J. R. (2016). Social-emotional learning program to promote prosocial and academic skills among middle school students with disabilities. *Remedial and Special Education, 37*(6), 323-332.
- Fabio, A. D., & Palazzeschi, L. (2008). Emotional intelligence and self-efficacy in a sample of Italian high school teachers. *Social Behavior and Personality: An International Journal, 36*(3), 315-326.
- Farber, B. A. (2000). Treatment strategies for different types of teacher burnout. *Journal of Clinical Psychology, 56*(5), 675-689.

- Feher, A., Yan, G., Saklofske, D. H., Plouffe, R. A., & Gao, Y. (2019). An investigation of the psychometric properties of the Chinese trait emotional intelligence questionnaire short form (Chinese TEIQue-SF). *Frontiers in Psychology*, 10, 435.
- Flack, C. B., Walker, L., Bickerstaff, A., Earle, H., & Margetts, C. (2020). Educator perspectives on the impact of COVID-19 on teaching and learning in Australia and New Zealand. *Pivot Professional Learning*.
- Flay, B. R. (2014). Replication of effects of the "Positive Action" Program in randomized trials in Hawai'i and Chicago schools. *Society for Research on Educational Effectiveness*.
- Friesen, D., & Williams, M. J. (1985). Organizational stress among teachers. *Canadian Journal of Education/Revue Canadienne de L'education*, 13-34.
- Freudenthaler, H. H., Neubauer, A. C., Gabler, P., Scherl, W. G., & Rindermann, H. (2008). Testing and validating the trait emotional intelligence questionnaire (TEIQue) in a German-speaking sample. *Personality and Individual Differences*, 45(7), 673-678.
- Geiger, T., & Pivovarova, M. (2018). The effects of working conditions on teacher retention. *Teachers and Teaching*, 24(6), 604-625.
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference*. 11.0 update (4th ed.). Boston, MA: Allyn & Bacon.
- Gold, Y. (1987). Stress reduction programs to prevent teacher burnout. *Education*, 107(3).
- Goleman, D. (2006). *Emotional intelligence*. Bantam. (Original work published 1995)
- Gonzalez, A., Peters, M. L., Orange, A., & Grigsby, B. (2017). The influence of high-stakes testing on teacher self-efficacy and job-related stress. *Cambridge Journal of Education*, 47(4), 513-531.

- Grissmer, D. W., & Kirby, S. N. (1987). *Teacher attrition: The uphill climb to staff the nation's schools*, RAND. Center for the Study of the Teaching Profession: Santa Monica, CA, USA.
- Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1-26.
- Hen, M., & Sharabi-Nov, A. (2014). Teaching the teachers: Emotional intelligence training for teachers. *Teaching Education*, 25(4), 375-390.
- Hydon, S., Wong, M., Langley, A. K., Stein, B. D., & Kataoka, S. H. (2015). Preventing secondary traumatic stress in educators. *Child and Adolescent Psychiatric Clinics*, 24(2), 319-333.
- Iwanicki, E. F. (1983). Toward understanding and alleviating teacher burnout. *Theory into Practice*, 22(1), 27-32.
- Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who stays in teaching and why?: A review of the literature on teacher retention*. Project on the Next Generation of Teachers, Harvard Graduate School of Education.
- Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Stickle, L. (2017). (rep.). *Navigating social and emotional learning from the inside out*. Harvard Graduate School of Education. Retrieved from <https://www.wallacefoundation.org/knowledge-center/pages/navigating-social-and-emotional-learning-from-the-inside-out.aspx>
- Joseph, D. L., & Newman, D. A. (2010). Emotional intelligence: An integrative meta-analysis and cascading model. *Journal of Applied Psychology*, 95(1), 54.

- Klas, L. D., Kendall-Woodward, S., & Kennedy, L. (1985). Levels and specific causes of stress perceived by regular classroom teachers. *Canadian Journal of Counselling and Psychotherapy*, 19(3-4).
- Kong, D. T. (2014). Mayer–Salovey–Caruso Emotional Intelligence Test (MSCEIT/MEIS) and overall, verbal, and nonverbal intelligence: Meta-analytic evidence and critical contingencies. *Personality and Individual Differences*, 66, 171-175.
- Laborde, S., Allen, M. S., & Guillén, F. (2016). Construct and concurrent validity of the short- and long-form versions of the trait emotional intelligence questionnaire. *Personality and Individual Differences*, 101, 232-235.
- Lacoe, J. (2013). *Too scared to learn? The academic consequences of feeling unsafe at school*. Working paper #02-13. Institute for Education and Social Policy.
- Lavigne, A. L. (2014). Beginning teachers who stay: Beliefs about students. *Teaching and Teacher Education*, 39, 31-43.
- Leachman, M., Masterson, K., & Figueroa, E. (2017). *A punishing decade for school funding*. Center on Budget and Policy Priorities, 29.
- Lee, Y. H., Kwon, H. H., & Richards, K. A. R. (2019). Emotional intelligence, unpleasant emotions, emotional exhaustion, and job satisfaction in physical education teaching. *Journal of Teaching in Physical Education*, 38(3), 262-270.
- Llego, J. (2017). Demographic influence on emotional intelligence of science technology and engineering teachers in region 1 Philippines. *Imperial Journal of Interdisciplinary Research (IJIR)*, 3(3), 1075-1083.

- Loeb, S., Christian, M. S., Hough, H., Meyer, R. H., Rice, A. B., & West, M. R. (2019). School differences in social–emotional learning gains: Findings from the first large-scale panel survey of students. *Journal of Educational and Behavioral Statistics*, 44(5), 507-542.
- Martínez-Monteaquedo, M. C., Inglés, C. J., Granados, L., Aparisi, D., & García-Fernández, J. M. (2019). Trait emotional intelligence profiles, burnout, anxiety, depression, and stress in secondary education teachers. *Personality and Individual Differences*, 142, 53-61.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290-300.
- Mayer, J. D., & Cobb, C. D. (2000). Educational policy on emotional intelligence: Does it make sense?. *Educational Psychology Review*, 12(2), 163-183.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? *Emotional development and emotional intelligence: Educational implications*, 3, 31.
- Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. In Salovey, P., Brackett, M.A., Mayer, J.D., (ed.). *Emotional Intelligence: Key readings on the Mayer and Salovey Model*, (p. 81-119). Dude Publishing.
- Mérida-López, S., Bakker, A. B., & Extremera, N. (2019). How does emotional intelligence help teachers to stay engaged? Cross-validation of a moderated mediation model. *Personality and Individual Differences*, 151, 109393.
- Mérida-López, S., & Extremera, N. (2017). Emotional intelligence and teacher burnout: A systematic review. *International Journal of Educational Research*, 85, 121-130.
- Mouton, A., Hansenne, M., Delcour, R., & Cloes, M. (2013). Emotional intelligence and self-efficacy among physical education teachers. *Journal of Teaching in Physical Education*, 32(4), 342-354.

- Neubauer, A. C., & Freudenthaler, H. H. (2005). Models of emotional intelligence. *Emotional intelligence: An international handbook*, 31-50.
- Nizielski, S., Hallum, S., Lopes, P. N., & Schütz, A. (2012). Attention to student needs mediates the relationship between teacher emotional intelligence and student misconduct in the classroom. *Journal of Psychoeducational Assessment*, 30(4), 320-329.
- O'Connor, P., Hill, A., Kaya, M., & Martin, B. (2019). The measurement of emotional intelligence: A critical review of the literature and recommendations for researchers and practitioners. *Frontiers in Psychology*, 10, 1116.
- O'Connor, P., Nguyen, J., & Anglim, J. (2017). Effectively coping with task stress: A study of the validity of the Trait Emotional Intelligence Questionnaire–Short Form (TEIQue–SF). *Journal of Personality Assessment*, 99(3), 304-314.
- Pérez-González, J. C., & Sanchez-Ruiz, M. J. (2014). Trait emotional intelligence anchored within the Big Five, Big Two and Big One frameworks. *Personality and Individual Differences*, 65, 53-58.
- Petrides, K. V. (2009). *Technical manual for the Trait Emotional Intelligence Questionnaire (TEIQue)*. London, UK: London Psychometric Laboratory.
- Petrides, K. V. (2010). Trait emotional intelligence theory. *Industrial and Organizational Psychology*, 3(2), 136-139.
- Petrides, K. V. (2011). Ability and trait emotional intelligence. In T. Chamorro-Premuzic, S. von Stumm, & A. Furnham (Eds.), *The Wiley-Blackwell handbooks of personality and individual differences*. (p. 656–678). Wiley Blackwell.

- Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality, 15*(6), 425-448.
- Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology, 98*(2), 273-289.
- Platsidou, M. (2010). Trait emotional intelligence of Greek special education teachers in relation to burnout and job satisfaction. *School Psychology International, 31*(1), 60-76.
- Pogodzinski, B., Youngs, P., & Frank, K. A. (2013). Collegial climate and novice teachers' intent to remain teaching. *American Journal of Education, 120*(1), 027-054.
- Pressley, T. (2021). Factors contributing to teacher burnout during COVID-19. *Educational Researcher, 50*(5), 325-327.
- Rastegar, M., & Memarpour, S. (2009). The relationship between emotional intelligence and self-efficacy among Iranian EFL teachers. *System, 37*(4), 700-707.
- Richards, J. (2012) *Teacher stress and coping strategies: A national snapshot*. The Educational Forum, 76:3, 299-316, DOI: 10.1080/00131725.2012.682837
- Rode, J. C., Mooney, C. H., Arthaud-Day, M. L., Near, J. P., Rubin, R. S., Baldwin, T. T., & Bommer, W. H. (2008). An examination of the structural, discriminant, nomological, and incremental predictive validity of the MSCEIT© V2. 0. *Intelligence, 36*(4), 350-366.
- Roeser, R. W., Schonert-Reichl, K. A., Jha, A., Cullen, M., Wallace, L., Wilensky, R., ... & Harrison, J. (2013). Mindfulness training and reductions in teacher stress and burnout: Results from two randomized, waitlist-control field trials. *Journal of Educational Psychology, 105*(3), 787.

Ryan, S. V., Nathaniel, P., Pendergast, L. L., Saeki, E., Segool, N., & Schwing, S. (2017).

Leaving the teaching profession: The role of teacher stress and educational accountability policies on turnover intent. *Teaching and Teacher Education*, 66, 1-11.

Sadovyy, M., Sánchez-Gómez, M., & Bresó, E. (2021). COVID-19: How the stress generated by the pandemic may affect work performance through the moderating role of emotional intelligence. *Personality and Individual Differences*, 180, 110986.

Saeki, E., Segool, N., Pendergast, L., & Von der Embse, N. (2018). The influence of test-based accountability policies on early elementary teachers: School climate, environmental stress, and teacher stress. *Psychology in the Schools*, 55(4), 391-403.

Salisu, B., Awang, S. R., Ahmad, T., & Krishnan, H. (2020) Content validation and item-score reliability of a trait emotional intelligence Scale in teacher leadership. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(6).

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*, 9(3), 185-211.

Salovey, P., Mayer, J. D., Goldman, S. L., Turvey, C., & Palfai, T. P. (1995). *Emotional attention, clarity, and repair: Exploring emotional intelligence using the Trait Meta-Mood Scale*. American Psychological Association.

Schnaider-Levi, L., Mitnik, I., Zafrani, K., Goldman, Z., & Lev-Ari, S. (2017). Inquiry-based stress reduction meditation technique for teacher burnout: A qualitative study. *Mind, Brain, and Education*, 11(2), 75-84.

Schutte, N. S., & Loi, N. M. (2014). Connections between emotional intelligence and workplace flourishing. *Personality and Individual Differences*, 66, 134-139.

- Shernoff, E. S., Mehta, T. G., Atkins, M. S., Torf, R., & Spencer, J. (2011). A qualitative study of the sources and impact of stress among urban teachers. *School Mental Health, 3*(2), 59-69.
- Siegling, A. B., Vesely, A. K., Petrides, K. V., & Saklofske, D. H. (2015). Incremental validity of the trait emotional intelligence questionnaire–short form (TEIQue–SF). *Journal of Personality Assessment, 97*(5), 525-535.
- Stuit, D. B. (1940). Chapter X: Mental and physical health of teachers and administrative adjustments. *Review of Educational Research, 10*(3), 224-227.
- Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.*. Palo Alto, CA: Learning Policy Institute.
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156-1171.
- Terrasi, S., & De Galarce, P. C. (2017). Trauma and learning in America's classrooms. *Phi Delta Kappan, 98*(6), 35-41.
- Tyson, O., Roberts, C. M., & Kane, R. (2009). Can implementation of a resilience program for primary school children enhance the mental health of teachers?. *Journal of Psychologists and Counsellors in Schools, 19*(2), 116-130.
- Will, M. (2022, March 29). Fewer people are getting teacher degrees. Prep programs sound the alarm. *Education Week*. <https://www.edweek.org/teaching-learning/fewer-people-are-getting-teacher-degrees-prep-programs-sound-the-alarm/2022/03>

- Wong, C. S., Wong, P. M., & Peng, K. Z. (2010). Effect of middle-level leader and teacher emotional intelligence on school teachers' job satisfaction: The case of Hong Kong. *Educational Management Administration & Leadership*, 38(1), 59-70.
- U.S. Department of Health & Human Services. (2015). *Understanding Child Trauma*. <https://www.samhsa.gov/child-trauma/understanding-child-trauma>
- Valente, S., & Lourenço, A. A. (2020). Conflict in the classroom: how teachers' emotional intelligence influences conflict management. *Frontiers in Education*, 5(5).
- Valente, S., Monteiro, A. P., & Lourenço, A. A. (2019). The relationship between teachers' emotional intelligence and classroom discipline management. *Psychology in the Schools*, 56(5), 741-750.
- Van der Linden, D., Tsaousis, I., & Petrides, K. V. (2012). Overlap between General Factors of Personality in the Big Five, Giant Three, and trait emotional intelligence. *Personality and Individual Differences*, 53(3), 175-179.
- Waddell, J. H. (2010). Fostering relationships to increase teacher retention in urban schools. *Journal of Curriculum and Instruction*, 4(1), 70-85.
- Yale University. (2020). *Overview*. <https://www.rulerapproach.org/how-it-works/overview/>
- Zampetakis, L. A. (2011). The measurement of trait emotional intelligence with TEIQue-SF: An analysis based on unfolding item response theory models. In *What have we learned? Ten years on*. Emerald Group Publishing Limited.

Appendix A

SEL PROGRAM COMPARISON (Jones et al., 2017, p. 37-38)

Program	Classroom Activities Beyond Core Lessons	Support for Academic Integration	Climate & Culture Supports	Applications to OST ¹	Tools to Assess Program Outcomes	Professional Development & Training	Adult Social-Emotional Competence	Support for Implementation	Tools to Assess Implementation	Adaptability to Local Context	Family Engagement	Comm. Engagement
RULER		✓					✓					
Second Step		✓					-----					
Caring School Comm.		✓					-----					

Key

- No components provided
- Moderate components provided
- Comprehensive components provided
- Extensive components provided
- ✓ Component includes additional resources to support this area

¹ Out of School Time: lessons designed for use in multiple settings, including after school youth programs, athletic programs, daycare, and summer camp.

Appendix B

TEIQue-SHORT FORM

TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

	1 2 3 4 5 6 7						
	Completely Disagree			Completely Agree			
	1	2	3	4	5	6	7
1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person's viewpoint.	1	2	3	4	5	6	7
3. On the whole, I'm a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don't find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can't figure out what emotion I'm feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I'm usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don't treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I'm able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I'm normally able to "get into someone's shoes" and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I'm usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I'm pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I'm full of personal strengths.	1	2	3	4	5	6	7
25. I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7

Scoring key: Reverse-score the following items and then sum up all responses

- I often find it difficult to show my affection to those close to me. (R) 16
- I often find it difficult to see things from another person's viewpoint. (R) 2
- I normally find it difficult to keep myself motivated. (R) 18
- I usually find it difficult to regulate my emotions. (R) 4
- I generally don't find life enjoyable. (R) 5
- I tend to change my mind frequently. (R) 7
- I tend to get involved in things I later wish I could get out of. (R) 22
- Many times, I can't figure out what emotion I'm feeling. (R) 8
- I normally find it difficult to stand up for my rights. (R) 10
- I tend to "back down" even if I know I'm right. (R) 25
- I don't seem to have any power at all over other people's feelings. (R) 26
- On the whole, I have a gloomy perspective on most things. (R) 12
- Those close to me often complain that I don't treat them right. (R) 13
- I find it difficult to bond well even with those close to me. (R) 28
- I often find it difficult to adjust my life according to the circumstances. (R) 14

*Numbers on the right correspond to the position of the items in the short form of the questionnaire.

**If you would like to derive factor scores based on the long form, see Webnote 2 on the website.

Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF). This is a 30-item questionnaire designed to measure *global* trait emotional intelligence (trait EI). It is based on the long form of the TEIQue (Petrides & Furnham, 2003). Two items from each of the 15 subscales of the TEIQue were selected for inclusion, based primarily on their correlations with the corresponding total subscale scores. This procedure was followed in order to ensure adequate internal consistencies and broad coverage of the sampling domain of the construct. Items were responded to on a 7-point Likert scale. The TEIQue has been constructed with the aim of providing comprehensive coverage of the trait EI domain (Petrides & Furnham, 2001).

Petrides, K. V. & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15, 425- 448.

Petrides, K. V. & Furnham, A. (2003). Trait emotional intelligence: Behavioural validation in two studies of emotion recognition and reactivity to mood induction. *European Journal of Personality*, 17, 39-57.

Reference for the TEIQue-SF: Petrides, K. V. & Furnham, A. (2006). The role of trait emotional intelligence in a gender-specific model of organizational variables. *Journal of Applied Social Psychology*, 36, 552-569.

Please note that any commercial use of this instrument is strictly prohibited.

If you would like to use the long form of the TEIQue, please e-mail me at: k.petrides@ucl.ac.uk
For more information about the trait emotional intelligence research program go to: www.psychometriclab.com

Appendix C

INFORMED CONSENT FORM

RESEARCH SUBJECT INFORMED CONSENT FORM

Project Information

Project Title: The Impact of Social-Emotional Curriculum Training on Teachers’ Emotional Intelligence	Project Number:
Site IRB Number:	Sponsor:
Principal Investigator: Tiffany Fotre	Organization: George Fox University
Location: Newberg, OR	Phone: 503-608-9169

PURPOSE OF THIS RESEARCH STUDY

You are being asked to participate in a research study designed to investigate the relationship between adult emotional intelligence levels and the implementation of school-based social-emotional learning programs. You are not required to participate and your answers to the survey will remain anonymous and eventually destroyed.

PROCEDURES

If you do choose to participate, you will be responding to a survey developed by psychologists at University College London called the Trait Emotional Intelligence Questionnaire – Short Form. You will be rating your agreement or disagreement with 30 statements based on a scale of one to seven. There will be four additional demographic questions that follow. It should take no more than fifteen minutes to complete. The data will be statistically analyzed and the results described in a dissertation.

POSSIBLE RISKS OR DISCOMFORT

There is no risk in participating beyond the loss of the time it takes to complete the survey. Your Responses are anonymous; other participants, school administrators, and university staff will not have access to any identifiable information. The researcher will design the Google Form to be completely anonymous. No identifying data will be collected unless teachers choose to provide their name for the \$25 Amazon gift card. That information will be destroyed immediately after awarding the gift card.

OWNERSHIP AND DOCUMENTATION OF SPECIMENS

All information, including but not limited to, data results and documentation, are the sole property of the researcher.

POSSIBLE BENEFITS

Social-emotional programs for students have been studied a great deal in the U.S. and abroad, but there is very little research regarding teachers' social-emotional well-being. Your responses will add to a growing body of literature about the impact social-emotional curriculum is having on teachers' own emotional intelligence. This information could be used in the future to study ways to mitigate the occupational stress of teaching.

FINANCIAL CONSIDERATIONS

For participating, you will be entered into a drawing for one of four Amazon gift cards in the amount of \$25.

There are no associated costs to you for participating.

AVAILABLE TREATMENT ALTERNATIVES

N/A

AVAILABLE MEDICAL TREATMENT FOR ADVERSE EXPERIENCES

N/A

CONFIDENTIALITY

Your participation in this study will be anonymous. The results of this study will be published on the university library site and may be disseminated at conferences or in publications, but there will be no identifying information about you as an individual or the school in which you work, included.

TERMINATION OF RESEARCH STUDY

You are free to choose whether or not to participate in this study. There will be no penalty or loss of benefits to which you are otherwise entitled if you choose not to participate. You will be provided with any significant new findings developed during the course of this study that may relate to or influence your willingness to continue participation. In the event you decide to

discontinue your participation in the study, know that data may become unreliable. You do not need to notify anyone of your decision.

AVAILABLE SOURCES OF INFORMATION

Any further questions you have about this study will be answered by the Principal Investigator:

Name: Tiffany Fotre

Phone Number: 503-608-9169

tfotre10@georgefox.edu

Dane Joseph

djoseph@georgefox.edu

Any questions you may have about your rights as a research subject will be answered by:

Name: Tiffany Fotre

Phone Number: 503-608-9169

tfotre10@georgefox.edu

Dane Joseph

djoseph@georgefox.edu

In case of a research-related emergency, call:

Tiffany Fotre

Day/Night Emergency Number: 503-608-9169

tfotre10@georgefox.edu

Dane Joseph

djoseph@georgefox.edu

AUTHORIZATION (adapted for online use)

Authorization: I have read and understand this consent form. I do/do not choose to participate and I understand that my consent does not take away any legal rights in the case of negligence or other legal fault of anyone who is involved in this study. I further understand that nothing in this consent form is intended to replace any applicable federal, state, or local laws.

Principal Investigator Signature:

Date:

Signature of Person Obtaining Consent:

Date:

Appendix D
IRB APPROVAL

Title: The Impact of Social-Emotional Curriculum Training on Teachers' Emotional Intelligence

Principal Researcher(s): Tiffany Fotre

Date application completed: 04/14/2021

(The researcher needs to complete the above information on this page)

For Committee Use Only

COMMITTEE FINDING:

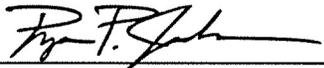
X (1) The proposed research makes adequate provision for safeguarding the health and dignity of the subjects and is therefore approved.

Exempt #2

(2) Due to the assessment of risk being questionable or being subject to change, the research must be periodically reviewed by the HSRC on a basis throughout the course of the research or until otherwise notified. This requires resubmission of this form, with updated information, for each periodic review.

(3) The proposed research evidences some unnecessary risk to participants and therefore must be revised to remedy the following specific area(s) on non-compliance:

(4) The proposed research contains serious and potentially damaging risks to subjects and is therefore not approved.


_____ 4-20-21

Chair or designated member

Date