

EXPLORING TEACHER EMOTIONAL INTELLIGENCE AND  
ITS IMPACT ON SCHOOL CLIMATE

by

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B.S., Kansas State University, 1985  
M.S., Kansas State University, 2002

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

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Department of Educational Leadership  
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## **Abstract**

Teachers and administrators are struggling. They must do more with less. Children come to school from a variety of backgrounds and experiences. These issues, as well as numerous others, provoke emotions that run rampant—sometimes out of control and sometimes minimized to the point of being destructive. In turn, the school climate and learning environment is affected. Teachers need support to enhance their understanding of emotional intelligence (EI). Application of EI competencies can positively influence school climate.

The purpose of this intrinsic case study was to understand the perceived impact of enhancing teacher knowledge and application of emotional intelligence on school climate. The study explored teacher emotional intelligence, school climate, and the intersection of the two. Emotional intelligence instruction and education were provided to the teacher research participants during the study to support their personal growth.

This study provided an understanding of the impact of teacher emotional intelligence on school climate. Results indicated that teacher emotional intelligence can be developed or enhanced and that it does affect their perception of the school climate. The impact was reflected in greater teacher awareness, intentional application of EI strategies, recognition of the benefits of EI on school climate, acknowledgement of factors impeding EI and school climate, and an altered perception of their role in the school climate. The study revealed a continued need for emphasizing and enhancing teacher emotional intelligence as a means of improving school climate. Utilizing a model such as the Six Seconds Model for Emotional Intelligence proved worth the time and effort because it enhanced teacher EI and changed teacher perceptions of school climate. A need for additional time and continued EI training was also noted as a means for additional growth in a more positive school climate.

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Approved by:

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# Chapter 1 - Introduction

## Background

*The bell rings. It is another school day. Steven hasn't shown up for school again. Last week he and his mom were in a safe shelter. Tania and Bernadette will be serving in-school suspension for fighting yesterday. The light in the basement bathroom went out, and Trina tripped and broke her glasses. SRS has just showed up to visit with Lynette, who came to school with a black eye and multiple cuts on her face. Mr. Lawrence has a student who needs to visit with a counselor because his dad was just diagnosed with cancer, but our counselor position was cut last year. Mr. Lawrence struggles to hold it together, as his own son died of a brain tumor last fall. State assessments begin next week, and the computer lab is down again because our computers are severely outdated. Of course, even when they are working, they are extremely slow, as our district can only afford limited bandwidth. Reading scores are lower than ever, but our at-risk reading position also fell prey to budget cuts. We can't afford not to make AYP again this year. Tommy's grandpa calls about a free and reduced meal application because he just lost his job and is trying to raise his three grandchildren. Mrs. Downs, the social studies teacher, can be heard raising her voice again; the yelling is punctuated by a slammed door and an angry young man storming toward my office. A discipline referral on my desk notes that three students were involved in bullying at the bus stop this morning. The chairlift stopped working again, so Missy and her wheelchair are stuck in the resource room all day. This is my day, my school, and I am the principal.*

The above scenario is a fairly accurate portrayal of the researcher's day as a school principal. Embedded in the school climate are powerful emotions that leave the researcher and

many of her peers seeking answers and direction. These emotions and emotion-provoking situations abound in schools, yet they are rarely talked about or addressed. Emotions are reflected in the face of a child as he emphatically trashes yet another paper with a big “F.” Emotions are heard in the teacher who screams at an unruly class. Emotions are felt deeply when an upset parent point-blank lashes out with unkind or hurtful words. The researcher experiences them just as others experience them. Students and staff members also experience them. Emotions are often downplayed, however, so “the important learning can get done,” but even when others cannot hear them or see them, these emotions are present. What if the very emotions that seem to get in the way could improve student learning? What if paying attention to those emotions could make a positive difference in the school climate? What if helping teachers be better prepared to deal with their own emotions and the emotions of students were a priority rather than an afterthought? The researcher believes that boosting teachers’ emotional intelligence could positively affect school climate and thus become a powerful avenue to help students.

According to the National School Climate Council (2007), “A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributive and satisfying life in a democratic society.” Public education has been a stronghold for our society for ages. It reaches out to all people, the economically challenged, the wealthy, those with physical handicaps, those with emotional scars, those from dysfunctional families, and those in both urban and rural communities (Why We Still Need Public Schools, 2005). Public education is a foundation of our country (Sadker and Sadker, 2005), yet those in the system will tell anyone who will listen that reaching everyone is increasingly challenging because educators are struggling with academic expectations, funding cuts, accountability demanded by those



outside the system, and the ever-increasing array of problems that are brought into the schoolhouse such as bullying, technology, violence, and student needs (CDC, 2012; Davis, 2005; Sadker and Sadker, 2005). At the secondary school, discipline issues and student behaviors are even more challenging (Briggs, 2009). Teachers and administrators continue to work hard to create a school climate that is conducive to learning while providing a safe zone for many young people who have no other place to feel safe (Davis, 2005). Despite these efforts, violence in schools is high and ranges from gang violence, sexual assault, and weapons to slapping, kicking, and punching (Fuchs, 2009).

Academic standards continue to change and challenge teachers. Excessive time is spent preparing for the new standards and the next test. Program cuts have left teachers, administrators, and school staff filling the roles of nurse, social worker, counselor, tutor, and therapist while also trying to focus on the critical element of educating the child (Johnson, Koulisch, & Oliff, 2009). Teachers and administrators spend their own funds to purchase classroom supplies or meet the needs of children who do not have the basic necessities to attend school, such as clothes, shoes, or grooming supplies. All of these demands leave teachers and administrators drained, dulled to the excitement they once felt for learning, negative, and looking for an escape route, but their hearts force them to stay when they see a look in a child's eyes, a look that expresses hunger for a better life.

School climate is recognized by educational literature as important in creating an effective school (Pritchard, Morrow, & Marshall, 2005). Teachers and administrators are pulled in a myriad of directions, but they know they must foster a school climate that supports the highest standard of academic achievement for all. Educators are often unsure how to accomplish this goal in the midst of other demands.

## **Statement of the Problem**

Parker Palmer (1998) describes the conflict between emotions and education eloquently. “Unlike many professions, teaching is always done at the dangerous intersection of personal and public life.” He goes on to write, “A good teacher must stand where personal and public meet, dealing with the thundering flow of traffic at an intersection where ‘weaving a web of connectedness’ feels more like crossing a freeway on foot” (p. 17). Many teachers have felt this as they balance the various aspects of their lives and careers. Teaching has been rated as one of the highest in stress-related outcomes in a study of 26 occupations. In their work, Johnson, Cooper, Cartwright, Donald, Taylor, and Millet (2005) noted the intense emotional involvement of teachers with their students. Thirty percent of beginning teachers do not teach beyond two years (Darling-Hammond, 2001).

No Child Left Behind and AYP increased accountability and placed additional demands on schools. According to a U.S. Department of Education report on the condition of education, “Total public school enrollment is projected to set new enrollment records each year from 2009 through 2018” (Planty, Hussar, Snyder, Kena, Ramini, Kemp, & Dinkes, 2009, p. iii). The report also noted that “increases in enrollment have been accompanied by a growing diversity of students” (Planty, Hussar, Snyder, Kena, Ramini, Kemp, & Dinkes, 2009, p. ix). Funding has been cut. Teachers and administrators must do more with less—less money for programs and supplies, fewer course offerings, and fewer staff members, especially support staff such as social workers, counselors, and teacher aides.

Students also face challenges such as various forms of bullying and violence, drug and alcohol issues, social acceptance, and academics (CDC, 2012; Davis, 2005; Sadker and Sadker, 2005). By the time they are in high school, 40–60% of students become disengaged from school (Klem & Connell, 2004). Children come to school from a variety of backgrounds and

experiences. They have academic struggles, but also personal, social and emotional issues that can affect learning and/or the learning of others.

Issues, struggles and challenges are lurking everywhere in schools, and they provoke emotions that run rampant—sometimes out of control and sometimes minimized to the point of being destructive. In turn, the school climate and learning environment is affected. With these challenges in mind, the researcher was drawn to examine school climate. Educators have recognized the importance of school climate for 100 years (Perry, 1908). In a national study of 148,189 sixth through twelfth graders, only 29% felt that their school provided a caring and encouraging environment (Benson, 2006). Teacher, student, and school climate issues are problematic and may feel overwhelming, and the approach educators take to these student challenges and the environment can affect how well students learn (Deal & Peterson, 2009; Zin, Weissberg, Wang, & Walberg, 2004).

The research and writings of many have addressed a concept called emotional intelligence (EI), sometimes referred to as emotional quotient, or EQ. Although it has been touted by various researchers worldwide (Caruso & Salovey, 2004; Ciarrochi & Mayer, 2007; Cherniss, Extein, Goleman, & Weissberg, 2006; Goleman, 1995 & 2011; Mayer, Caruso & Salovey, 1999), according to the *Encyclopedia of Applied Psychology*, there are three main models and dozens or more variations (Spielberger, 2004). Most agree that Howard Gardner and his theory of Multiple Intelligences (1983) prompted some interest in the concept of emotional intelligence (EI). Salovey and Mayer's article in 1990, followed by Daniel Goleman's widely publicized book in 1995 and the work of Bar-On in 1997, laid the groundwork for study of and research into Emotional Intelligence.

The Six Seconds EQ Model (Freedman, 2007) and other explorations of emotional intelligence supported the powerful impact that application of this theory can have on school climate and those who are directly influencing the learning of children. Many factors are beyond the control of teachers and administrators, including family dynamics, learning disabilities, families' economic status, school funding, and even the demands of state and federal government, but teachers and administrators can directly influence the school climate to support learning at its finest (Cohen, 2006). Emotional intelligence can enhance and support a more positive school climate to strengthen learning and create a safer, warmer environment for all children.

Despite the proliferation of factors teachers cannot control in the schools, they do have choices about their own actions and reactions and the manner in which they respond to the actions and reactions of others. Unfortunately, most teachers have little understanding and very limited education and preparation, if any, in attending to the emotional demands of teaching. This lack of understanding and/or lack of education and preparation also limits teachers' ability to have a dramatic, positive impact or influence on classroom and school climate. Teachers have challenges that supersede merely knowing their content and having a valid teaching license, and they need support to enhance their understanding and application of emotional intelligence (EI) competencies as a means of positively affecting school climate.

Much research has been done on emotional intelligence. Some dismiss or minimize the value of EI with little hesitation (Kristjánsson, 2006; Waterhouse, 2006). Kristjánsson (2006), for example, referred to EI as "touted as a panacea" (p. 41) and "an old wine cleverly marketed in a new bottle" (p. 42). Other researchers are cautious and question oriented with regard to the value of EI (Matthews, G., Roberts, R. D., & Zeidner, M., 2004). Many more, however, have

acknowledged the positive, productive influence EI has on people and the environments in which they live and work (Bar-On, 1997a, 1997b & 2001; Cherniss & Goleman, 2001; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011 Freedman, 2007; Goleman 1995; Mayer & Salovey, 1993; Mayer, Salovey & Caruso, 2004).

As the researcher explored the problem, it was a Mobius strip in which teachers, struggles, students, challenges, and emotions are constantly, seamlessly merging to affect and influence school climate. “In times of budget cuts, intense societal pressures on youth, and national testing standards, the strain on educational funds to fulfill the diverse needs of our children is becoming increasingly apparent” (Freedman & Jensen, 2007, p. 4). What do teachers understand about their own emotional intelligence? How do they perceive its influence on school climate? What aspects of school climate are concerns for teachers or students? How can a teacher’s emotional intelligence affect those concerns? How can helping teachers understand and enhance their emotional intelligence improve school climate? These questions need answers, and the current literature does not provide them.

### **Purpose of Study**

School climates that foster student learning and development are critical (Cohen, 2001; Cohen, McCabe, Michelli & Pickeral, 2009; Comer, 1980; Pritchard, Morrow & Marshall, 2005). Further research is needed to understand how a teacher’s emotional intelligence influences the climate in a school. The purpose of this intrinsic case study was to understand the perceived impact of enhancing teacher knowledge and application of emotional intelligence, as provided by training through use of the Six Seconds Model, on school climate at Mill Creek Valley Junior High School. The site was a small rural school that serves multiple communities in two facilities located three blocks apart. This qualitative case study was bound by location

and the fall semester of the 2013–2014 school year. Pre- and post-study school climate assessments, which included open-ended questions, were administered to students and teachers to gather an understanding of the perceived climate. Teachers were evaluated with the Six Seconds Social Emotional Intelligence (SEI) assessment. Teachers also participated in semi-structured interviews and reflective journaling. Each component of the research was intended to aid the researcher in gaining a deeper, richer understanding of the perceived impact of teacher emotional intelligence on the school climate.

### **Overview of Conceptual Framework**

The nature of this study necessitates a conceptual framework for emotional intelligence and a conceptual framework for school climate. These frameworks lay the foundation to develop research questions about the perception of school climate with regard to teachers' EI. In addition, the frameworks aid in providing direction for the researcher to explore various means of gathering research data in response to the research questions.

This study uses the Six Seconds EQ Model and training referred to as EQ-in-Action (Freedman, 2007 & 2010; Six Seconds, 2013b) as a basis for work with teachers to explore, learn, gain understanding, and apply emotional intelligence to their work. The Six Seconds organization, a worldwide nonprofit, was established in 1997 under the direction of Anabel Jensen, President; Joshua Freedman, CEO; Susan Stillman, Director of Education; and many others. Six Seconds has offices and teams in 25 countries and a network that includes over 50,000 members (Six Seconds, 2013a). The Six Seconds Model takes into consideration the models, research, and theories of Salovey and Mayer, Goleman, Bar-On, and other notable researchers and educators to put EQ theory into practice (Freedman, 2007 & 2010; Freedman & Jensen, 2007).

The Six Seconds EQ Model (Figure 1-1) is built on three pursuits: Know Yourself, Choose Yourself, and Give Yourself (Freedman, 2007). The model emphasizes the cyclical approach to personal growth in the areas of what needs to change, how those changes can be put into action, and why the change is important. Within the three pursuits of the Six Seconds Model are eight specific, learnable competencies. The competencies include: enhance emotional literacy, recognize patterns, apply consequential thinking, navigate emotions, engage intrinsic motivation, exercise optimism, increase empathy, and pursue noble goals (Freedman, 2007).

The Six Seconds Emotional Intelligence Assessment, also known as SEI (Six Seconds, 2011b), which supports the Six Seconds EQ Model or framework, was utilized to help teacher participants “reflect on their own competencies, identify strengths to leverage and vulnerabilities to develop” (Freedman, 2007, p. 237). Instruction and education aligned with the Six Seconds EQ Model were provided to help teachers understand and cultivate their EI skills. The post-SEI provided opportunities to look at changes in EI skills and development and assisted in gaining a deeper understanding of teacher EI.

**Figure 1-1 Six Seconds EQ Model**



The Six Seconds EQ Model is built on three pursuits: Know Yourself, Choose Yourself, and Give Yourself.

(Used by permission. <http://www.6seconds.org/2010/01/27/the-six-seconds-eq-model/> (Freedman, 2010)

The school climate conceptual framework is based on the work of Cohen, McCabe, Michelli, and Pickeral (2009), whose review of research, practitioner and scholarly writings suggests “four major aspects of school life that color and shape school climate” (p. 183). This information was compiled in Figure 1-2, which outlines the four aspects of school climate and provides additional details for understanding each dimension. The four major aspects or dimensions of school climate include: safety, teaching and learning, relationships, and environmental-structural. This framework is the basis for developing questions for interviews, journals, and surveys related to the perception of school climate. These components are explained in more detail in the Chapter 2 literature review.



**Figure 1-2 Four Essential Dimensions of School Climate**

<p><b>Dimension</b></p> <p><b>I. Safety</b></p> <p>a. <b>Physical</b> (e.g., crisis plan; clearly communicated rules; clear and consistent violation response; people in the school feel physically safe; attitudes about violence)</p> <p>b. <b>Social-emotional</b> (e.g., attitudes about individual differences; students' and adults' attitudes about and responses to bullying; conflict resolution taught in school; belief in school rules)</p> <p><b>II. Teaching and Learning</b></p> <p>a. <b>Quality of instruction</b> (e.g., high expectations for student achievement; all learning styles honored; help provided when needed; learning linked to "real life"; engaging materials; use of praise/reward; opportunities for participation; varied teaching methods; instructional leadership; creativity valued)</p> <p>b. <b>Social, emotional and ethical learning</b> (e.g., social-emotional and academic learning valued/taught; varied "intelligences" appreciated; connections across disciplines)</p> <p>c. <b>Professional development</b> (e.g., standards and measures used to support learning and continual improvement; professional development is systematic and ongoing; data-driven decision making linked to learning; school systems evaluated; teachers feel that this is relevant and helpful)</p> <p>d. <b>Leadership</b> (compelling and clearly communicated vision; administrative accessibility and support; school leaders honor people at school)</p> <p><b>III. Relationships</b></p> <p>a. <b>Respect for diversity</b> (positive adult-adult relationships between/among teachers, administrators, and staff; positive adult-student relationships; positive student-student relationships; shared decision-making; common academic planning opportunities; diversity valued; student participation in learning and discipline; peer norms linked to learning, cooperative learning, conflict-violence prevention; being able to say "no")</p> <p>b. <b>School community &amp; collaboration</b> (mutual support and ongoing communication; school-community involvement; parent participation in school decision-making; shared parent-teacher norms vis-à-vis learning and behavior; student family assistance programs)</p> <p>c. <b>Morale and "connectedness"</b> (students are engaged learners; staff are enthusiastic about their work; students connected to one or more adults; students/staff feel good about school and school community)</p> <p><b>IV. Environmental-Structural</b> (cleanliness; adequate space and materials; inviting aesthetic quality and size of school; curricular and extracurricular offerings)</p>
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The Four Dimensions of School Climate chart outlines the four aspects of school climate and provides additional details for understanding each dimension.

Used by permission. Cohen, McCabe, Michelli and Pickeral (2009), p. 184.

## Research Questions

The overarching research question was: How does a teacher's emotional intelligence impact the perception of school climate?

The sub-research questions guiding the study were:

1. What understandings and/or misunderstandings do teachers have about emotional intelligence?
2. How do teachers experience changes in their emotional intelligence with regard the three components of the Six Seconds EQ Model?
  - a. Know yourself?
  - b. Choose yourself?
  - c. Give yourself?
3. What role do teachers believe they play in school climate? What issues or concerns affect their perceptions of school climate?
4. To what extent do teachers believe their emotional intelligence influences the various components of school climate?
  - a. Safety?
  - b. Teaching and Learning?
  - c. Relationships?
  - d. Environmental-structural?
5. How does the perception of school climate change over time when teachers learn and practice the Six Seconds EQ Model or EQ-in Action?

## Significance of the Study

Like a pebble that hits the surface of a pond and creates a tiny wave that reaches farther and farther, this research has far-reaching implications beyond the initial experience. First, at a very personal level, teachers need to be able to help themselves attend to the many stresses and challenges of their work. Peter Salovey notes in the preface to Joshua Freedman's *At the Heart of Leadership* (2007) that "Almost every theory of emotions suggests that emotions convey important information about the environment that helps us to thrive and survive" (p. xvi). Teachers need ways to refresh themselves and the environment where they work. "Emotionally exhausted teachers are at risk of becoming cynical and callous and may eventually feel that they have little left to offer or gain from continuing" (Jennings & Greenberg, 2009, p. 492).

At a second level, the ripple stretches extends outward a bit more. Teachers affect those with whom they interact daily, the students. Students spend an enormous amount of time in school: A quick mathematical equation of the bare minimum of seven hours a day, 180 days a year, is 1,270 hours a school year. School should be a positive, safe, and productive place. Helping teachers recognize and improve their roles in creating this type of climate is bound to have a far-reaching impact on how and what students learn because "socially and emotionally competent teachers set the tone for the classroom ..." (Jennings & Greenberg, 2009, p. 492).

Finally, the ripple reaches beyond the school walls. Dr. Ralph Tyler said it best: "Teaching is not just a job. It is a human service, and it must be thought of as a mission." Teachers, whether veteran or novice, need to know that the choices they make every day can and do affect their students and the school climate as a whole. This study can help teachers make some specific changes to more positively influence the school climate. Students learn better when they are happy and sense that they are cared for and respected (Noddings, 2005). Students and teachers take these attitudes and behaviors into the world.

The significance of this qualitative research cannot be measured in numbers or statistics, but rather by the potential to positively affect human life. Ultimately, the research is significant in bridging the gaps between emotional intelligence, teachers, and school climate to support the best possible educational system and learning environment for students and staff.

### **Limitations of the Study**

This study examines the reality of teacher's emotional intelligence and the perceived impact on school climate in a single school setting. This case study was limited to the teachers and school climate at Mill Creek Valley Junior High. The researcher examined the team of 7<sup>th</sup> and 8<sup>th</sup> grade teachers as a whole as opposed to individual teachers. The boundaries included a roughly four-month time period at the school, which allowed enough time to see some changes, but the researcher recognizes that those changes may be minimal because of the time frame. Admittedly, the time frame could raise the question of whether changes are identifiable in such a brief period. On the other hand, the time period created a boundary for exploring and understanding the research. Teachers were voluntary participants. As this was a study of emotional intelligence and school climate in a specific school setting, the results may not be generalizable to other school settings; however, the information gleaned could be extremely beneficial to other small, rural schools wishing to further explore this topic. Larger schools may have additional factors and more diversity in all aspects of the school. Conversely, small schools may have pre-established conditions related to the perception of the school climate that are less likely to change due to fewer changes in student population, staff, or communities.

School climate assessments and teacher emotional intelligent assessments were conducted at the beginning and end of the study. The information from these assessments helped establish an understanding of teacher emotional intelligence and school climate perception.

Internal and external factors beyond the researcher's control that affect research participants and/or the school might be considered a limitation of the surveys, but these factors may deepen the quality of the data gleaned through interviews and journals. The insights from interviews and narrative journals composed of rich descriptions will allow others to draw their own conclusions about how the research might transfer to their particular setting.

The researcher recognizes that conducting the research at the selected location could be a limitation due to the researcher's role as principal. Every effort has been made to address this as a limitation and instead use it as path to dig deeper and more comfortably into the inner workings of teacher emotional intelligence and the perception of school climate. The researcher and participants understood the potential conflicts. Participants understood their participation was totally voluntary and that they could discontinue involvement in the research at any time. Participants had the opportunity to review all data and strike or eliminate anything they chose. Awareness of this potential limitation and having steps in place to address any concerns helped minimize this limitation and promoted the benefit of the researcher's connection to the location and participants.

Although the researcher anticipated some extremely valuable insights for improving school climate and supporting teacher growth and development, it may be difficult to make comparisons to other school settings. Therefore, the focus of the research is only to understand and explore how the emotional intelligence of teachers in this environment affects the perception of the school climate.

## Definition of Critical Terms

### *1. Emotional intelligence*

- a. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth (Mayer & Salovey 1997, p. 10).
- b. Emotional intelligence is a scientifically validated function of the human brain to process and utilize emotional information (Freedman & Jensen, 2007, p. 6).

### *2. School climate*

- a. School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching, and learning practice and organizational structures (National School Climate Council, 2007).
- b. School climate is a set of internal characteristics that distinguishes one school from another and influences the behavior of its members (Hoy & Hannum, 1997, p. 291).

**3. *EI*** is the abbreviation for emotional intelligence.

**4. *EQ*** is the abbreviation for emotional quotient and is also used to mean emotional intelligence.

The abbreviation is often used interchangeably with EI.

## Summary

In many cases, schools have become places of unrest, animosity, and violence (CDC, 2012; Davis, 2005; Robers, Zhang and Truman, 2010). Teachers are leaving the profession and

fewer are choosing to even explore teaching as an option (Darling-Hammond, 2001). The researcher believes that having some way to help teachers rejuvenate or maintain enthusiasm for teaching and learning is critical. She acknowledges that helping young people regain a passion for learning through interactions and technology is necessary. Ultimately, finding a way to improve school environments and classrooms so educators avoid the dichotomy of “hard and demanding” or “warm and fluffy” is crucial. People are emotional beings, and education is a people business. An angry parent, a disappointed child, a frustrated co-worker, or a harsh superintendent or principal—teachers are not prepared to attend to all of these emotional demands. In addition, many educators lack the internal and external resilience to replenish their own emotional bank accounts. This lack of knowledge and lack of education in emotional intelligence is creating chasms where students and teachers can be lost for good (Freedman, 2007). A renewed sense of purpose for helping teachers develop and/or enhance emotional intelligence and affect school climate could be a solution worth the fight.

## **Chapter 2 - Literature Review**

### **Introduction**

This study explored the perceived impact of teachers' emotional intelligence on school climate. Research on school climate is substantial (Allodi, 2010; Barile et al., 2012; Calderella et al., 2011; Cohen, McCabe, Michelli & Pickeral, 2009; Cohen, 2006, 2010; Cohen & Geier, 2010; Elias et al., 1997; Freiberg, 1999; Freiberg & Lamb, 2009; Halpin & Croft, 1963; Hanna, 1998; National School Climate Council, 2007 & 2009; Steffgen, Recchia & Viechtbauer, 2013). Research on emotional intelligence, although relatively new, is ongoing (Bar-On, 2001, 2010; Brackett et al., 2009 & 2011; Freedman, 2007 & 2010; Goleman, 1995, 2000, 2004 & 2011; Lynn, 2005; Mayer, Caruso, & Salovey, 1999; Mayer & Salovey, 1993 & 1997; Six Seconds, 2007, 2011a, 2011b, & 2011c). Research that continues to explore the connection of teacher EI and the perceived impact on school climate is more limited, especially at the junior high age level. Our changing world, changes in how children are educated, and shifting educational priorities continue to transform rapidly as those in positions of leadership in education and government attempt to discern what employees, employers, and citizens of the future will need to know to be successful. This chapter provides a review of literature to create an understanding of some basics about our educational system, emotional intelligence from the three primary names in EI research, and an introduction to Six Seconds and the Six Second EQ Model. The literature review and information provided establishes the premise for how EI intertwines with teachers and school climate. This chapter establishes the groundwork for examining teacher emotional intelligence and its perceived impact on school climate.



## **Our Changing Educational System**

Education in the United States began primarily in the home and centered on religion. The family was the primary resource for educating their children in basic skills and religious development. Local schools and private schools began to be formed in an effort to provide consistency. These frequently catered to white, male students whose parents could afford to send them. School was at that time more of a luxury (Sadker & Sadker, 2004). Then came Horace Mann and the Common School Movement. His movement touted “common education for children of all religions and social classes” (Spring, 2010, p. 8). Common schools were free and open to all. Interestingly enough, in the same breath of goodness for all, there was discussion of religious bias, political socialization, and social control of the poor by the wealthy (Sadker & Sadker, 2004, p. 291; Urban & Wagoner, 2004, p.110). Obviously, the common school set the tone for much of what Americans know today in terms of public education. The success of elementary schools prompted the Secondary School Movement as a means of filling the gap between the common school and universities. Primarily private or fee-based at the start, public high schools eventually took hold. Many resisted public high schools at first due to taxes (Sadker & Sadker, 2004, p. 295). This seems almost prophetic as schools continue to deal with the resistance to increased taxes for education today. Since that time, public education has been affected by an abundance of legislation, programs, and policies regarding race, gender, disabilities, funding, teacher requirements, and accountability (Sadker & Sadker, 2005; Spring, 2010). Education has been targeted by a plethora of approaches to teaching and learning that have stemmed from various philosophies, often in response to legislation or policies. Concepts such as “back to the basics,” assertive discipline, open classrooms, exploratory classes, and core curriculum held their place at different times, but they were trumped by the increased availability

of technology, No Child Left Behind, and AYP (Sadker & Sadker, 2005). AYP Waivers and Common Core Standards are the new kids on the block.

According to *Balanced Leadership: What 30 years of research tells us about the effect of leadership on student achievement*, “Effective leadership means more than simply knowing what to do—it is knowing when, how and why to do it” (Waters, Marzano, & McNulty, 2003, p. 2). Leaders must develop and nurture that sense by listening and learning. Waters, Marzano, and McNulty (2003) go on to explain that quality leaders “understand and value people in their organization” (p.2). Education is about people. Society cannot dehumanize education by attending only to facts and figures, test scores, and numbers. In an article about progressive education, in which the focus is on the whole child, Kohn (2008) says of standardized tests, “Such tests measure what matters least” (p. 2). His thoughts go against the current state of affairs in schools, with an emphasis on high-stakes testing geared to reading, writing, and math. Noddings supports the “whole child” approach as well. “Surely, we should demand more from our schools than to educate people to be proficient in reading and mathematics. Too many highly proficient people commit fraud, pursue paths to success marked by greed, and care little about how their actions affect the lives of others” (Noddings, 2005, p.8). Citing the 1918 report, “The Cardinal Principles of Secondary Education,” which addressed the multiple aims of education, Noddings believes that education currently addresses only the principle regarding “command of the fundamental processes” and disregards the other six aims as well as an eighth aim, happiness, which Noddings suggested in 2003 (2005, p. 8). These aims were designed to provide direction and guidance in making educational decisions. Today, educational decisions are most frequently made by those outside the school and guided by funds and test sources; consequently, our educational system is in a constant state of flux.

As leaders and learners contemplate the state of our educational system, Nel Noddings's thoughts from "What does it mean to educate the Whole Child?" (2005) provide insight into the need to look deeply at emotional intelligence and school climate.

We will not find the solution to problems of violence, alienation, ignorance and unhappiness in increasing our security apparatus, imposing more tests, punishing schools for their failure to produce 100 percent proficiency or demanding that teachers be knowledgeable in the subjects they teach. Instead, we must allow teachers and students to interact as whole persons, and we must develop policies that treat the school as a whole community. The future of both our children and our democracy depend on moving in this direction. (p. 13)

### **Emotional Intelligence Background**

Emotional intelligence has been addressed by numerous psychologists, educators, and researchers, including Howard Gardner (1983), Peter Salovey (1990,1993, 1997), John Mayer (1993, 2004), Daniel Goleman (1995, 2011), Reuven Bar-On (2001, 2010), Adele Lynn (2005), and Josh Freedman (2007); however, it is still considered relatively new, and the research to deepen understanding and reap the benefits is ongoing. Recent research has supported the powerful role EI plays in the workplace, schools, and the lives of individuals (Bar-On, Maree, & Elias, 2007; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Freedman, 2007; Goleman, 2011). Howard Gardner's theory of multiple intelligences came on the scene in the 1980s, then Goleman's publication of *Emotional Intelligence: Why it can matter more than IQ* in 1995 brought more publicity. In April of 2013, a quick Google search for Emotional Intelligence yielded 700,000 entries. The concept, study, and relevance of EI has obviously grown. *The Encyclopedia for Applied Psychology* (Spielberger, 2004) mentions three major EI models: (a)

the Salovey and Mayer model (1990), (b) the Goleman model (1995), and (c) the Bar-On Model (1997a & 1997b). These names occur often in the EI literature. Each presents a different perspective, but they exhibit commonalities, and their major EI models helped lay the foundation for an understanding of emotional intelligence and continuing growth and research. Capturing at least a brief understanding of the work of Salovey and Mayer (1990, 2004) Goleman (1995, 2011), and Bar-On (1997a, 1997b & 2010) also helps provide a broad structure for the practical approach espoused by Six Seconds and the Six Seconds EQ Model that the researcher will be exploring as a framework for intervention in this study.

### **Goleman's Work**

Although several researchers have explored emotional intelligence, Goleman's framework in *The Emotionally Intelligent Workplace: How to Select For, Measure, and Improve Emotional Intelligence in Individuals, Groups and Organizations*. (Cherniss & Goleman, 2001), a refinement of his 1998 model, establishes how an individual's ability to master the four clusters, or a framework for emotional competencies, translates into success on the job. The clusters of this framework include self-awareness, self-management, social awareness, and relationship management. Goleman believes that these emotional competencies are job skills that can be learned (Cherniss & Goleman, 2001). He asserts that emotional intelligence is the potential for learning the skills within each of the four clusters, whereas emotional competence is the ability to master the skills and translate them into on-the-job capability.

The first cluster is self-awareness, which includes emotional self-awareness, accurate self-assessment, and self-confidence. This domain is a personal competence that requires recognition. Individuals must recognize their own feelings and how those feelings affect their performance. Individuals also must be able to grasp their strengths and weakness, which

includes seeking feedback, learning from mistakes, and working with others whose strengths might compliment the person's limitations. This domain also notes the positive impact of self-confidence.

The second cluster is self-management. This is also a personal competency, but it moves beyond recognition to regulation. The cluster includes six competencies: self-control, trustworthiness, conscientiousness, adaptability, achievement drive, and initiative. These competencies address issues such as staying calm, acting in ways that are consistent with personal values, attending to the details of responsibility, adapting to new ideas, and a striving to continually improve that is bathed in optimism and acting proactively.

The third cluster is social awareness. This cluster is a social competence at the recognition level. At this stage, individuals are addressing empathy, service orientation, and organizational awareness and are aware of the feelings, concerns, emotions, and needs of others. They have the ability to recognize a need and identify what it will take to meet that need. Finally, the social awareness piece allows persons to interpret the distinctions or politics of a particular group or environment.

The fourth cluster is relationship management. This is the stage where social competence meets regulation. This cluster focuses on bringing out the best in others. It includes social skills such as developing others, influences, communication, conflict management, visionary leadership, change catalyst, building bonds, and teamwork/collaboration. Many of the skills or characteristics mentioned in the leadership literature reoccur at this level of the emotional competency framework.

Using his Framework of Emotional Competencies (Cherniss & Goleman, 2001, p. 28) and extending the various aspects of personal and social competencies into recognition and

regulation, Goleman asserts that EI is a theory of performance. Individuals must move beyond merely having EI to utilizing it. In his work with Cherniss (2001), Goleman observes that EI can benefit the individual, but he also stresses that evidence shows “emotionally intelligent leadership is key to creating a working climate that nurtures employees and encourages them to give their best” (p. 40).

### **Bar-On’s Research**

Reuven Bar-On began his exploration of emotional intelligence in 1988 for his doctoral dissertation on the study of effective social and emotional function and well-being (Bar-On, 2001, 2010). In his dissertation, he used the term emotional quotient, or EQ. Bar-On went on to develop the EQ-i, a self-report survey designed to measure emotionally and socially intelligent behavior. Developed over 17 years and published in 1997, normative data have been collected from various settings around the world (Bar-On, Magree, & Elias, 2007). The EQ-i uses 15 self-report scales that measure assertiveness, empathy, stress, tolerance, problem solving, happiness, and several other traits (Bar-On, 1997a & 1997b). His model has five main domains—intrapersonal skills, interpersonal skills, adaptability, stress management, and general mood—and describes EI as a selection of social and emotional competencies that affect intelligent behavior. Bar-On explored nearly two dozen validity studies regarding the predictability and impact of emotional intelligence (Bar-On, 1997a, 1997b, 2001 & 2010; Bar-On, Maree, & Elias, 2007). These studies explored the impact of EI on physical health, social interaction, performance in the workplace, performance at school, self-actualization, and well-being. Bar-On conducted a study with large samples in the Netherlands, Israel, and North America (Bar-On, 2001). He characterized the implications of his work as “EQ more than IQ affects our ability to do our best, to accomplish goals, and to actualize our potential to its fullest” (Bar-On, Maree &

Elias, 2007, p. 9) and has demonstrated that emotional intelligence can be “enhanced through simple didactic methods over a relatively short period of time” (Bar-On, Maree, & Elias, 2007; Bar-On, 2010, p. 60). Bar-On’s model places EI or EQ in the context of personality theory and a model of well-being (Bar-On, 2001; Cherniss and Goleman, 2001). Bar-On is a clinical psychologist, and his 2010 work explored the link between EI or EQ and positive psychology. He continues to be at the forefront of research and publications that support the need to educate people to be socially and emotionally intelligent.

### **Salovey and Mayer**

The work of Peter Salovey and John D. Mayer has also tremendously influenced the perception, understanding, and impact of emotional intelligence (Spielberger, 2004). In 1990, Salovey and Mayer published an article titled “Emotional Intelligence,” which identified emotional intelligence as the “ability to monitor one’s own and other’s feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and action” (Salovey and Mayer, 1990, p. 189). Believing there was a distinction between emotional intelligence abilities and social traits or talents, their model was cognitive and developmental in focus. It was framed within a model of intelligence (Mayer, Salovey, & Caruso, 2004; Salovey & Mayer, 1990) and proposed three emotion-related abilities. The abilities include 1) appraisal and expression of emotions, 2) regulation of emotion, and 3) utilization of emotion (Salovey and Mayer, 1990). In 1997, Mayer and Salovey refined their definition of emotional intelligence as “the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 10). In collaboration with David R. Caruso, the researchers designed a process ability model of EI known as the Four Branch

Model, an enhancement of the previous model (Carusco & Salovey, 2004; Ciarrochi & Mayer, 2007). The premise of the ability model is that individuals work through the process to act intelligently with regard to emotions. The abilities include 1) perception/expression of emotion, 2) use of emotions to facilitate thinking, 3) understanding of emotion, and 4) management of emotion (Ciarrochi & Mayer, 2007; Mayer, Salovey & Caruso, 2004). These skills enhance positive relationships, better emotional health, and improve academic and work performance (Brackett, Reyes et al., 2011; Mayer, Salovey, & Caruso, 2004; Salovey & Sluyter, 1997). The theory prompted construction of a means to measure EI. The most recent is the Mayer-Salovey-Carusco Emotional Intelligence Test (MSCEIT) for adults and the Mayer-Salovey-Carusco Emotional Intelligence Test: Youth Version (MSCEIT-YV) for ages 12–17 (Brackett, Rivers & Salovey, 2011; Mayer, Salovey & Caruso, 2004). These tests are performance tests that require individuals to solve tasks aligned to the four abilities defined by the theory. The early research focused on broad issues of EI—what it is and what it predicts. Their current research priority is in the area of understanding what EI predicts, how EI relates to other intelligences and personality traits, the processes underlying EI, determining whether teaching EI has a desirable effect, and behaviors that might change EI. They are also expanding their measurement of EI to a wider age group for a better understanding of development (Mayer, Salovey, & Caruso, 2004).

## **Six Seconds**

Six Seconds is a global organization that was established in 1997. Led by teams in 25 countries and a network that includes over 50,000 members, Six Seconds conducts research, develops programs, offers validated assessments, and provides consulting services to support “people performance and positive change” (Six Seconds, 2013a). Their work is grounded in



neuroscience. The organization has been featured on The Today Show, O Magazine and Discovery Channel and serves clients around the globe including FedEx, Lenovo, and the US Navy (Six Seconds, 2013a). The Six Seconds EQ Model of emotional intelligence is designed to put theory into practice. Built on the work of Peter Salovey and John Mayer (1990) as well as Daniel Goleman (1995), Six Seconds developed a three-part process model based on three pursuits: Know Yourself, Choose Yourself, and Give Yourself. The three pursuits were composed of eight skills (see Appendix A). Six Seconds developed the SEI (Social Emotional Intelligence), a self-report questionnaire composed of 143 questions and including a self-correcting index and two informational scales. As of March 2012, the SEI had three validation analyses to confirm validity and reliability. Six Seconds has taken steps to protect SEI scores from personal bias, answer style, and inconsistency, which might make the test results unreliable (Six Seconds, SEI emotional intelligence assessment: Technical manual, March 2010). The SEI is given by a certified SEI EQ Assessor who follows up by providing a debriefing of the information collected and how the person might apply and utilize the information to make positive changes. In this research, the teacher participants took the SEI prior to the study. Following intervention lessons and support for the teachers based on the Six Seconds Model, they repeated the SEI.

This research also utilized the Education Vital Signs (EVS) developed by Six Seconds in 2013 to assess school climate. The EVS is a newly updated “statistically validated, normed assessment of school climate” of Six Seconds’ previous Assessment of School Climate (ASC) survey developed in 2008 (Six Seconds, School Climate Assessment: Introduction to Education Vital Signs, 2013c, p. 2). The EVS, which provides a picture of the school climate at that moment in time, is built on five elements that comprise the school climate: motivation, integrity,

accountability, belonging, and trust. These elements are considered drivers of what Six Seconds describes as “key outcomes,” including learning, safety, involvement, and thriving. (Six Seconds, School Climate Assessment: Introduction to Education Vital Signs, 2013c, p. 4). The EVS was utilized to gain an understanding of how teachers and students perceive the school climate. With the assistance of an educational consultant from Six Seconds, the EVS assessment was personalized and enriched with custom questions and open-ended questions in alignment with the literature review, school climate framework, and research questions. After the intervention EI training for teachers, the EVS assessment was repeated. Six Seconds provided the researcher with an initial data report as well as a second report of the results to support the researcher in better understanding the experience for teachers and the perceived impact of their EI on the school climate.

The researcher acknowledges that the EVS developed by Six Seconds does not clearly align with the Cohen, McCabe, Michelli, and Pickeral (2009) school climate framework that the researcher will be using. This is an intentional choice to help ensure that the research is not perceived as slanted or one-sided. The researcher’s goal is to look at emotional intelligence and school climate within the context of a bigger picture.

The specifics of the EI interventions or EQ-in-Action training, based on the Six Seconds EQ Model, were developed after the initial SEI assessment and the initial EVS assessment were completed. Data from these two sources, as well as the literature review and the research questions, provided guidance for the teacher instruction and education. The researcher attended an EQ Educator Certification class the summer prior to the research to gain the necessary certification to teach study participants while promoting a sustainable program. Consultants with Six Seconds provided support, feedback, and direction.

## **Emotional Intelligence Summary**

Even though definitions and measures of emotional intelligence vary, and research in the area is considered to be in its “incipient stages” (Brackett, Rivers, & Salovey, 2011, p.99), there is much to be gained from moving forward with research and application of that research. A meta-analysis of 213 school-based social and emotional learning programs involving more than 270,000 kindergarten through high school students was conducted by Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, (2011). In this research, school staff conducted Social and Emotional Learning (SEL) programs. Participants demonstrated a significant improvement in social and emotional skills, attitudes, and behaviors. In addition, these students demonstrated an 11 percentile gain in academic achievement (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Continued advancement in the field of emotional intelligence is likely as researchers test and revise emotional theory and assessments, validate previous studies, and create professional development programs (Brackett, Rivers, & Salovey, 2011).

## **School Climate**

In 1908, Arthur Perry, an educational leader, addressed how school climate affects students and their learning (Perry, 1908). John Dewey, although not explicitly considering school climate, also addressed the social dimension of school life and the need to develop skills that support democratic citizenship (Dewey, 2001). Empirically grounded research on school climate surfaced in the 1950s. Andrew Halpin and Don Croft (1962) explored school climate and the effect on student learning and development. Nel Noddings, known for school reform and her ethics of care, acknowledged the need for a caring environment (Noddings, 2005). H. Jerome Friedberg (1999) and Jonathan Cohen (2001, 2006; Cohen, McCabe et al., 2009) are only a couple of others who have continued to research, define, and

revisit school climate. School climate is difficult to define and sometimes even more difficult to explain, but it is experienced (Caldarella, Shatzer, Gray, Young, & Young, 2011; Cohen, McCabe et al., 2009; Steffgen, Recchian, & Viechtbauer, 2013). According to the National School Climate Council (2007), “School climate is grounded in people’s experience of school life-socially, emotionally, ethically, and civically as well as academically” (p. 8).

In 2007, the National School Climate Council defined school climate as follows:

School climate is based on patterns of people’s experiences of school life, and reflects norms, goals, values, interpersonal relationships, teaching and learning practice and organizational structures. (Cohen & Geier, 2010, p.1)

In 2007, the National School Climate Council extended this understanding by defining a positive, sustained school climate as the following:

A sustainable, positive school climate focused on youth development and learning necessary for a productive, contributive, and satisfying life in a democratic society. This climate includes norms, values, and expectations that support feeling socially, emotionally, and physically safe. People are engaged and respected. Students, families and educators work together to develop, live, and contribute to a shared school vision. Educators model and nurture an attitude that emphasizes the benefits of and satisfaction from learning. Each person contributes to the operations of the school as well as the care of the physical environment. (Cohen & Geier, 2010, p.1)

Another definition that was much broader and open to greater personal insights described school climate as “a set of internal characteristics that distinguishes one school from another and influences the behavior of its members” (Hoy & Hannum, 1997, p. 291).

These definitions reinforced information from the 2010 School Climate Research Survey (Cohen & Geier, 2010), which noted that virtually all researchers agree that there are four areas of focus with regard to school climate: safety, relationships, teaching and learning, and environmental/structural. These four dimensions of school climate are then broken into “sub-dimensions;” for example, safety includes both the physical and social emotional aspect. Teaching and learning includes quality of instruction; social, emotional and ethical learning; professional development; and leadership. The relationship dimension encompasses respect for diversity, school and community collaboration, as well as morale and connectedness. The final dimension, environmental-structural, encompasses many aspects, but it is not broken down into sub-dimensions. Cohen, McCabe, Michelli, and Pickeral (2009) clearly outlined this information in the chart labeled Figure 1-2 (see Chapter 1). A review of the literature on school climate can deepen understanding of the areas of focus.

Feeling safe encompasses social, emotional, and physical safety needs. This sense of feeling safe can promote student learning, growth, and development (Devine & Cohen, 2007). In recent years, lack of feeling safe has been plastered all over the media with the reality of school bullying, which ranges from exclusion, cyberbullying, and verbal abuse to a handful of other harmful actions (Davis, 2005; Steffgen et al., 2013). School shootings have touched the lives of students, families, and communities. Equally tragic is the sexual abuse by teachers of students, which is just as real (CDC, 2012). Less known is the fact that teachers are being threatened or assaulted (Novotney, 2009).

Relationships are also key to school climate. This is primarily reflected by how connected people feel to one another in the school setting. The Center for Disease Control and Prevention (2009) defined school connectedness as “the belief by students that adults and peers

in the school care about their learning as well as about them as individuals.” Research shows that this relational connectedness affects violence prevention as well as student satisfaction and conduct issues (Karcher, 2002a & 2002b; Loukas, Suzuki, & Horton, 2006). It is also a preventative factor in reducing risky behaviors involving sex, violence, and drugs (Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004; Kirby, 2001; Ma & Klinger, 2000).

Teaching and learning is also an important dimension of school climate. Correlational studies have shown that school climate is directly related to academic achievement (Fleming et al., 2005; Freiberg, 1999; Ma & Klinger, 2000; Stewart, 2008). This potential for academic achievement has shown an increase when students are encouraged by teachers to participate in the classroom (Ladd, Birch, & Buhs, 1999; Voelkl, 1995). In addition, when teachers support and positively interact with students, students are more likely to be engaged and behave appropriately (Skinner & Belmont, 1993).

The final trait explored in school climate is environmental-structural, which relates to the size of the school, cleanliness, schedules, and building layout. This trait reflects how these factors can contribute to students’ perception of the school climate (Cohen, 2006; National School Climate Council, 2007 & 2009). Other factors in this component might include curricular or extra-curricular offerings and the aesthetic appearance of the school (Cohen, McCabe, Michelli, & Pickeral, 2009). This component seems to encompass aspects of the school that Wayne Hoy and John Hannum (1997) describe as “distinguishing one school from another.”

In September 2009, the seventh draft of the *National School Climate Standards: Benchmarks to Promote Effective, Teaching, Learning and Comprehensive School Improvement* was presented by the National School Climate Council. This document helped provide direction in addressing the issues and concerns regarding school climate. The standards were developed,

reviewed, and revised by principals, superintendents, mental health professionals, educational researchers, and national leaders (National School Climate Council, 2009). The climate standards and benchmarks were designed for districts and/or states to adopt or adapt to attend to the need to “support children and adolescents in healthy ways and learning” (Cohen, 2010, p. 3). In *Schools Where Everyone Belongs: Practical Strategies for Reducing Bullying* (2005), Stan Davis reminded teachers of their important role in school climate when he noted, “When we show by our actions that we value every student, we encourage our students to do the same” (p. 40).

### **Teacher Concerns and Needs**

From the Cardinal Principles of Secondary Education (Sadker & Sadker, 2005) and the expectation of keeping coal in the stove and water in the pail to today’s struggles to help students demonstrate high marks on standardized tests and maintain a bully-free environment that is academically challenging and safe, teachers always have been faced with challenging demands. A study of 368 primary and secondary teachers indicated that 90% of the respondents were deeply dissatisfied with performance management policies, society’s view of teachers, and the amount of time spent on administrative tasks (Rhodes & Neville, 2004). Another relatively recent study indicated that teachers felt overworked, stressed, and discouraged about working conditions improving (Matsui & Lang Research, 2005). Misbehavior, which interferes with the ability to teach, and tardiness also make it difficult to teach and maintain a positive school climate (Robers, Zhang, & Truman, 2010). The frustration that teachers feel due to a lack of parent support regarding discipline issues is also draining (Arum, 2011). Teachers must deal with a multitude of issues, concerns, needs, and people on a daily basis. Teachers’ emotional skills are a determining factor in their ability to be effective and productive as they deal with emotionally draining situations (Dorman, 2003).

Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having the correct competences, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and their classes with pleasure creativity, challenge and joy. (Hargreaves, 1998, p. 835)

Teachers are human beings who bring their own emotions to the table. With little formal education to understand how these emotions can profit or prohibit work as a teacher, these individuals may find themselves floundering. When this distress is combined with factors beyond the teacher's immediate control such as funding and policies or procedures, the concerns and needs of teachers multiply (Leithwood & McCadie, 2010). Attention to emotional intelligence, however, may help lighten the load of stresses and concerns for teachers.

### **Summary**

The literature review provided an informational framework to gain an understanding of teachers' emotional intelligence and its perceived impact on school climate. The concept of emotional intelligence is widely used, as shown by the 33,220,000 hits on a quick Google search (October, 25, 2013); however, research on the emotional intelligence of junior high teachers and the impact it has on school climate is limited. Much research (Bar-On, 2001, 2010; Brackett et al., 2009, 2011a & 2011b; Freedman, 2007; Goleman, 1995, 2000, 2004, & 2011; Lynn, 2005; Mayer, Caruso, & Salovey, 1999; Mayer & Salovey, 1993; Six Seconds, 2011a, 2011b & 2011c) has begun to explore Social and Emotional Learning (SEL) and how it affects students, but the teacher component is not often addressed. Using the Six Seconds Model as a basis for teacher instruction and education transforms the theory and information highlighted in the literature review into a practical research project.



## **Chapter 3 - Methodology**

### **Introduction**

The purpose of this research is to study how teachers understand and perceive the impact of their emotional intelligence on school climate. This chapter describes the research methods, site selection, participant selection, data collection, data analysis, quality and rigor of the study, and the role of the researcher.

### **Rationale for Qualitative Case Study Research Design**

Qualitative research is an avenue for making sense of experiences and understanding how individuals interpret their experiences (Merriam, 2009). Case study allows the reader to uncover meaning and achieve inclusive understanding (Creswell, 2007). The literature indicates that some research has been done on emotional intelligence and school climate, but more research is needed on how the teacher's EI affects the school climate, including the students' perception of the climate (Jennings & Greenberg, 2009). A priority for research in the area of EI "is determining whether teacher emotional knowledge has an effect on behavioral outcomes and might change EI" (Mayer, Salovey, & Caruso, 2004, p. 211). There is also a need to further understand the relationship between the teacher's social and emotional intelligence and how the teacher functions with regard to student relationships and classroom management (Jennings & Greenberg, 2009). A qualitative case study challenges the researcher to "uncover the meaning of a phenomenon for those involved" (Merriam, 2009, p. 5). Leithwood and Beatty (2008) maintain that "those providing leadership in schools can help nurture and maintain positive emotions among individual teachers and maintain positive emotional climate across the school as a whole"

(p. 6). With the intensity of a real-life context and a desire to gain a greater understanding of how teachers experience the relationship between their emotional intelligence and school climate, a strong rationale for qualitative case study emerges.

In reviewing the works of Merriam (2009), Creswell (2007), and Stake (1995) related to case study, the researcher believes that her interest most closely coordinates with an intrinsic case study. Case study implores the use of rich, descriptive dialogue and an opportunity for readers to bring their own experiences and understandings to the research. Case study is selected because the researcher desires to gain fresh insights and make discoveries (Merriam, 2009). An intrinsic case is exploratory in nature, and the researcher is guided by special interest in the case (Stake, 2005). The researcher has a personal and passionate desire to gain insights into and a deep understanding of how teachers make sense of their own emotional intelligence and the perceived impact that it has on school climate. This personal interest stems from the researcher's need as a school principal to find ways to support and encourage teachers as emotional beings who are in a stressful, demanding, changing profession that definitely has the power to positively change the lives of young people.

## **Site Selection and Participant Selection**

### ***Site Selection***

The site for this research is a small, rural junior high school located in the Midwest. The district serves students from four very small towns as well as the surrounding rural areas. Consolidation and reorganization of the district over 25 years ago resulted in restructuring and eliminating several schools. Towns went from serving grades kindergarten through twelfth grade to bussing specific grade levels to other towns. The school building for this site is located in the middle of a large but sparsely populated district. The student population of the school is

roughly 80 students in grades seven and eight. The site was selected primarily for proximity and size. The site of one particular school is a boundary for the case study. The site of the study is currently faced with staff shortages and funding cuts.

### ***Participant Selection***

The participants were predetermined by the site selection. The seventh and eighth grade teachers were viewed as a team of teachers for the purpose of this research. Five full-time tenured teachers interact with all of the students in the school. The teachers have all worked together for at least four years. The participants have a range of years of experience and likely a range of understanding with regard to EI. Teachers are supportive of each other. In addition, the student population was considered as a unit. The students were involved in a survey of the school climate only as a means of gathering perceptual information. Student participation in the school climate survey was voluntary and anonymous. Due to the age of the students, parents were asked to grant permission for children to participate in the survey by completing the IRB Student Participant Consent Form (see Appendix B). The goal in this study was to look not at individuals but the whole picture as it relates to how teachers as a group understand EI and its perceived impact it has on school climate. Prior to beginning the formal proposal, the researcher met with potential teachers to gauge their willingness to volunteer for this research project. Responses were extremely positive and supportive. In the event any of the teachers objected to participating, there were two additional part-time teachers who could be asked to participate in the study.

### ***Educator Debriefing Group***

To ensure that interview and journal questions, climate survey questions, and data interpretation and analysis were bias-free, accurate, and reliable, the researcher gathered a small group of veteran educators to provide both formal and informal feedback. Throughout the research, the researcher sought input and asked questions of these educators who were outside the scope of the actual research, to support transparency and integrity.

### **Data Collection**

To understand teachers' EI and its impact on the perception of school climate, the researcher used multiple sources of data collection to provide a greater degree of validation. Proposed research steps are below. This establishes a guide for others who may explore a similar course of action and helps clarify how the data sources relate to the research questions.

### ***Research Steps***

#### ***Beginning***

- Semi-structured interview of teacher participants: Gain insights into teacher backgrounds, knowledge/understanding of EI, and concerns/perceptions of school climate.
- SEI for teachers: Gain initial understanding of teacher EI. De-brief teachers to help them understand their strengths and challenges.
- Education Vital Signs: School climate assessment was taken by teacher participants and all students to establish an understanding of perception of school climate.

#### ***Middle***

- EQ-in-Action training and supports for teacher participants.

- Instruction and education was provided by the researcher, who was certified at the Six Seconds EQ Educator conference in Boston, Massachusetts, during the summer of 2013.
  - Educational support was also provided by Six Seconds, a global organization that has been developing, teaching, and practicing EI skills since 1997.
  - The instruction and education specifics based on SEI information and EVS results were coordinated and organized with support from Six Seconds consultants.
- Online journals served as opportunities for teachers to reflect on their learning as well as challenges, struggles, and successes related to EI and/or school climate issues. Prompts and/or questions provided a starting point for teacher journaling. Teachers were asked to journal at least once a week.

*End*

- Semi-structured interview of teacher participants: Gain additional insights into knowledge/understanding of EI and concerns/perceptions of school climate. A focus of the interview was to gain an understanding of the teacher experience related to their EI and how it affects school climate.
- SEI for teachers: A second SEI was administered to teachers to gain understanding of growth in EI. The data were not analyzed statistically, but rather to provide comparative data analysis, which was used for understanding and narrative exploration of the change in EI over time.

- Education Vital Signs: School climate assessment was taken a second time by teacher participants and all students to gain additional understanding of perception of school climate and possible changes.

### ***Semi-Structured Interviews***

Each of the five teachers who compose the building team were interviewed individually using a semi-structured interview with open-ended questions. The initial interview occurred prior to any EI education or dissemination of any EI information. To establish a level of comfort at the initial interview, basic questions regarding the teacher's background, level of education, and educational experiences were asked in addition to more in-depth questions related to the nature of the study. Semi-structured interviews also were conducted with the same teachers at the conclusion of the research study. The purpose of pre- and post-study information was to examine emotional intelligence over time in this case.

Prior to the interview, teachers were asked to complete the research consent form (see Appendix C). At the beginning of the interview, the purpose of the interview was reviewed and participants were reminded that honest, personal answers were desired. Interview questions were designed based on the literature review, the Six Seconds EQ Model as a conceptual framework, the Four Dimensions of School Climate framework and the research questions. Interview questions were reviewed and modified by a small peer debriefing group of educators who were not part of the study. These educators represented an additional perspective to support transparency and credibility. This peer review and piloting of the interview questions helped minimize researcher bias in the questions and ensure their quality. The interview questions were constructed to yield detailed, descriptive responses. The use of prompts and/or follow-up

questions, a common practice in qualitative research (Merriam, 2009), was sometimes necessary to glean more information or understanding of a particular response.

After the culmination of EI coaching and opportunities to learn, explore, and apply the concepts of EI to the classroom and school-related interactions, a semi-structured follow-up interview was also conducted with each of the teachers. Both the initial interview and the follow-up interview were recorded, and the researcher took brief notes on the interview protocol form while conducting the interviews (see Appendix D and Appendix E for the interview guides). These notes were used to support the recorded version of the interview and note important comments or reactions (Merriam, 2009).

### ***Assessments***

Social Emotional Intelligence (SEI) was administered online to each of the teachers at the beginning of the study to assess their emotional intelligence. The SEI assessment was provided by Six Seconds through an educational grant. After completing the assessment, each teacher received a debriefing to explain and clarify their results prior to the EQ- in-Action training and implementation of EI concepts in the classroom. The debriefing was conducted by the researcher with insights from the outside experts at Six Seconds. The researcher completed the SEI-E Virtual Certification online. This professional development was specifically geared to educators. Once completed, the researcher was authorized to distribute, administer, and debrief the SEI. The course consisted of six 90-minute sessions and individual coaching and practicum time. The purpose of the debriefing is to walk through the results, focus on strengths, and encourage actions (Six Seconds, 2011a, Guide for Certified SEI EQ Assessors). At the end of the study, a post-assessment was given to the same teachers. A group report was created by Six Seconds to use as comparative data for the study. The comparative results were used as a source

of information to achieve a greater understanding of the experience that teachers have with regard to EI and school climate.

At the beginning of the study, all students and teachers also were given the school climate assessment (Education Vital Signs) provided by Six Seconds. Questions and the general format of the survey were created through a joint effort of the researcher and educational consultants at Six Seconds. Volunteer student participants completed a consent form (see Appendix B). Each student's anonymity will be protected, and results from the survey were not analyzed on the basis of individual students. The student input provided a different dynamic in understanding the school's climate. This Education Vital Signs (EVS) assessment ascertained student and teacher perceptions of the school climate. After the EQ-in-Action training and implementation by teachers over the eight-week period, a post-assessment of school climate was conducted for all teachers and students. Reports of the climate assessment were generated by Six Seconds and provided to the researcher. Research consultants from Six Seconds provided debriefing and an external check of the internal research for this study.

### ***Journals***

During the course of the study, teachers were invited to participate in an online journal to discuss their experiences, share insights, ask questions, or reflect upon their struggles. The researcher participated by posting questions/prompts to promote rich, detailed responses. The researcher developed a series of journal prompts and questions (see Appendix F). Before these were provided to the participants, the researcher's peer debrief group reviewed and gave feedback on the prompts/questions to ensure that questions/prompts were not leading and would provide authentic, reflective data. The data collected through the participants' journal entries



provided an authentic, personal perspective of daily events, interactions, and other happenings related to their lived experience.

### ***Interventions and Education***

Teachers involved in this study received EI interventions and education supported and/or provided by Six Seconds materials and research. Teachers also received additional in-service trainings provided by the researcher, who was EQ-Educator certified. These shorter sessions included activities and practice for implementation. The intervention or focus of EI education was conducted in the first couple of weeks following the initial surveys and interviews. EQ-in-Action training was aligned with needs, interests, and concerns evident in initial interviews and/or assessments and with the Six Seconds EQ Model, which supports teachers in the three pursuits: Know Yourself, Choose Yourself, and Give Yourself. These pursuits reflect eight emotional competencies that participants had the opportunity to learn, explore, and apply. Table 3-1 more clearly defines the pursuits by explaining the eight competencies. Educating teachers on this framework was the foundation for their awareness, application, and reflection.

**Table 3-1 Six Seconds Model with definition of Competencies (EQ-in-Action)**

Pursuit	Competency	Definition
<b>Know Yourself</b>	<b>Enhance Emotional Literacy</b>	Accurately identifying and interpreting both simple and compound feelings.
	<b>Recognize Patterns</b>	Acknowledging frequently recurring reactions and behaviors.
<b>Choose Yourself</b>	<b>Apply Consequential Thinking</b>	Evaluating the costs and benefits of your choices.
	<b>Navigate Emotions</b>	Assessing, harnessing, and transforming emotions as a strategic resource.
	<b>Engage Intrinsic Motivation</b>	Gaining energy from personal values and commitments vs. being driven by external forces.
	<b>Exercise Optimism</b>	Taking a proactive perspective of hope and possibility.
<b>Give Yourself</b>	<b>Increase Empathy</b>	Recognizing and appropriately responding to others' emotions.
	<b>Pursue Noble Goals</b>	Connecting your daily choices with your overarching sense of purpose.

Used by permission, Six Seconds EQ Model (Freedman, January 2010).

In building on the Six Seconds EQ Model, the teacher education adhered to the five key principles critical to the Six Seconds Learning Philosophy, which include: *Wisdom lives Within*; *No Way is THE Way*; *The Process is the Content*; *1,2,3 Pasta!*; and *Fish Don't Talk about Water*. (Six Seconds, 2011c). Based on information from Six Seconds, the principles are outlined below:

- *Wisdom Lives Within*: The researcher's role was to prompt questions and reflection to allow the teacher to discover his/her own answers.

- *No Way is THE Way*: The researcher encouraged teachers to find their own style for attending to emotions by observing others, learning, listening, and being authentic.
- *The Process is the Content*: Interactions and discussions with the researcher and other teachers provided an avenue for learning through and from real experiences.
- *1, 2, 3 Pasta!*: The researcher challenged teachers to take action on their newfound awareness.
- *Fish Don't Talk about Water*: To move forward with their learning, teachers had their assumptions challenged in a safe, caring environment.

These five principles helped both the teacher participants and the researcher recognize the personal role that individuals play in their own learning and the depth of application. In working with the teachers, the researcher's goal was to help them gain insights and knowledge to increase their personal EI and apply it to their classrooms and the school.

Short learning opportunities were interspersed during the several weeks of the study prior to the follow-up interviews and assessments. The instruction and education included readings, discussion, and activities designed to promote EI. The Six Seconds EQ-in-Action training served as an intervention and a means of education, thus providing a basis for the case study in gaining an understanding of the perceived impact of teacher EI on school climate at the selected site.

### **Data Analysis**

Mathew Miles and A. Michael Huberman (1994) define data analysis as “consisting of three concurrent flows of activity: (1) Data reduction, (2) Data display, and (3) Conclusion drawing/verification” (p. 10). This guideline provided direction for analyzing the data. Miles

and Huberman (1994) also provide general strategies for working through the process. Data gained through semi-structured interviews with the teachers, teacher SEI assessments, online journals, and the school climate assessments were analyzed to provide in-depth understanding to “answer the research question” (Merriam, 2009, p.176). Interviews were recorded with a digital voice recorder. The interviews were transcribed, and copies were provided to the participants to review for accuracy. After participants verified the interview transcripts, the researcher reviewed the transcripts multiple times and coded them for emerging patterns. Likewise, the researcher reviewed and coded journal entries for emerging patterns. These patterns then established the groundwork for uncovering themes that surfaced across the various data sources. The information was used to draw conclusions and connections and ultimately aided the researcher in answering the research question. The SEI assessments were an online assessment provided through a grant by Six Seconds. Teachers completed these assessments, then a summary was provided to the researcher, and a comparative group study was provided to the researcher after the completion of the post-study assessment. Although the purpose was not to examine growth of teacher EI, the comparative report provided another angle to understand the changes in teacher EI and the perceived impact on school climate. The SEI assessment instrument proved important in revealing case study data.

The school climate assessment or Education Vital Signs Assessment was also conducted online by Six Seconds. The EVS had a set of multiple-choice questions related to what Six Seconds describes as school climate drivers or factors and outcomes. The EVS drivers or climate factors include: Motivation, Integrity, Belonging, Accountability, and Trust (Six Seconds, School Climate Assessment: Introduction to Education Vital Signs, 2013c). According to Six Seconds (2013c), these climate factors influenced four outcomes: Learning, Safety,

Involvement, and Thriving. In addition to the predetermined questions and using the school climate framework outlined in Chapter 1, additional questions were customized and added to the survey to best meet the needs of the research questions. The assessment inquiries were developed by the researcher, with additional feedback and insights provided by the peer debriefing group. A consultant from Six Seconds also provided debriefing for the researcher after the pre- and post-assessments. The researcher worked with the Six Seconds consultant to analyze the data and engage in “the process of making sense out of the data” (Merriam, 2009, p. 175). The information gleaned from the school climate survey was used by the researcher to clarify perceived trends or patterns in school climate and enhanced her understanding of the research question.

### **Validation of the Study**

John Creswell (2007) focused on eight validations that are often used by qualitative researchers to assure “accuracy” of the findings. He recommended that at least two of the eight strategies be utilized by the researcher in any particular study (Creswell, 2007).

In this study, the validity of the findings was supported by triangulation of the data using multiple sources, rich description, peer review and debriefing, member checking, and prolonged engagement in the field. Multiple sources of data included interviews, surveys, assessments, and journals. This allowed the researcher to look at different sources, to substantiate the data and “shed light on the theme or perspective” (Creswell, 2007, p. 208). Excavating insights and reflections from these multiple sources of information also provided a foundation for detailed description that is important to case study (Creswell, 2007; Merriam, 2009). Peer review and debriefing supported an external examination of the study. Consultants from Six Seconds also worked with the researcher to provide this check of the data and findings to ensure credibility.

Participants had an opportunity to review transcripts of their interviews for accuracy as well as drafts of the researcher's analysis for feedback. As principal at the site selection school, the researcher benefited by spending time immersed in the study through staff and student interactions, supervision of school events and activities, as well as opportunities to teach and educate the teachers in Six Seconds EQ Model.

### **Researcher's Background and Role**

The researcher was a part of the educational team at the site of the research. As a former classroom teacher and current administrator, the researcher had experienced the struggles, challenges, and power of a school climate. The researcher's own interest in the research topic began during her tenure in the classroom. She observed teachers suffering burnout, students going through the motions of learning, and teachers disconnected from students and the content. Relationships and emotions were considered fluff, and testing consumed the researcher's time and energy. Emotional intelligence and the impact that teachers could have on school climate became a personal mission to support student learning and teacher well-being. Prior to this study, the researcher established a strong, honest relationship with the teacher participants. She gauged this based on her interactions and the feedback from staff. In addition, the researcher maintained a strong rapport with the students that were served. This was evidenced by her personal interactions, student notes, and feedback from parents. The researcher was student-centered and spent time working with students individually and in classroom settings. She was consistently engaged with both students and teachers at the research site. The researcher acknowledged frequently her passion to support teachers in working toward excellence in all areas of teaching and learning. She maintained her commitment to maximizing this valuable human resource by creating an inviting, positive, safe, and academically sound school. The

researcher recognized that being so close to the study and the participants could be viewed as a bias, but she readily acknowledged that this was also a genuine benefit. The researcher had the credibility and a strong rapport with the participants that other researchers might not have at this site. The potential benefit for staff and students, as well as future research, validated the intense need for an accurate study that produced a deep understanding. This understanding would support change as well as professional and personal growth for teachers as they affect the components of school climate including: safety, relationships, teaching and learning, and environmental-structural (Cohen & Geier, 2010; Cohen, McCabe, Michelli, & Pickeral, 2009).

Although immersed in the research setting, which could lend itself to bias, the researcher was determined to reduce preconceived notions and perceptions and instead dig deeply into understanding whatever findings, truths, and insights emerge through the interviews, SEI, and school climate assessments and journals. The researcher's use of validation strategies, which were purposeful, was a guiding principle for accurate, genuine analysis. Teacher participants were tenured teachers who had volunteered for the research. The outside support of educational consultants at Six Seconds as well as a peer debriefing group of educators who were not part of the research group helped support the researcher's accountability and provided feedback for redirection. Every effort was made to report the findings and complete the research without partiality by providing the range of perspectives in the interpretation of results.

### **Summary**

This chapter described methods used in this qualitative research. The intrinsic case study of a team of teachers bound by a time frame and research site provided an understanding of how teachers understand the impact of emotional intelligence on the perception of school climate. Having clearly established boundaries for the case and utilizing the Six Seconds Social

Emotional Intelligence Assessment (SEI), online journals, and semi-structured interviews with the team of five teachers, as well as the Education Vital Signs (EVS) with the student population and the team of teachers, the researcher was able to meet the objectives of this qualitative case study research project. The student perception of the school climate as gauged by the EVS adds another layer of understanding to whether teacher EI truly affects perception of school climate.



## **Chapter 4 - Data Analysis**

### **Introduction**

This chapter provides an analysis of the data collected pertaining to the following research question: How does a teacher's emotional intelligence affect the perceived school climate? In addition, the analysis supports the sub-questions included in Chapter 1.

The chapter begins with a brief overview of the researcher's data analysis approach, an overview of the participants in the research study, and a more detailed description of the procedures used to analyze specific data sources. This information is followed by key data tables and various figures from reports. Selections of rich descriptive narrative to summarize and provide evidence of trends and patterns that the researcher discovered in response to the research question are also included.

### **Data Analysis Overview**

The researcher employed interpretational analysis to examine the data related to themes and patterns using the research frameworks (Gall, Borg & Gall, 1996). Interpretational analysis involves "examining case study data closely in order to find constructs, themes, and patterns that can be used to describe and explain the phenomenon being studied" (Gall, et al., 1996, p. 562). The researcher followed up by examining these themes and patterns from the various data sources using reflective analysis, "a process in which the researcher relies primarily on intuition and judgment in order to portray or evaluate the phenomena being studied" (Gall, et al. 1996, p. 570). This lens for examination allowed the researcher to dig deeper into the data to gain greater understanding of the case beyond the initial coding categories as well as data that might appear to be outside the research frameworks. Using the Six Seconds EQ Model as a conceptual framework for EI and the Four Dimensions of School Climate conceptual framework based on

the work of Cohen, McCabe, Michelli, and Pickeral (2009), the researcher truly immersed herself in the various data sources by asking questions and exploring themes and patterns from the data. These findings are presented in both a chart or diagram format and in narrative format.

## Research Participants

Although the purpose of this research is to look at the overall impact of teacher emotional intelligence (EQ) on the perceived school climate and not individual teachers, an overview of the individuals who contributed to this teacher group component (Table 4-1) may enhance understanding and/or provide direction for future research.

**Table 4-1 Participant Overview**

Teacher name/code	Certification	Years of teaching experience	Highest level of education	Initial self-report of EQ knowledge/definition	Initial self-report of school climate definition
T1	K-12	13	BS	"I haven't heard of it before, but my understanding is recognizing your own emotions and those around you."	"The comfort and well-being of teachers, students, and staff at school."
T2	6-12	5	BS	Yes, I heard about it from my mom who is an HR director at some hospitals. The ability to understand and interpret my own emotions as well as the emotions of others I interact with."	"How students feel when they are at school. Are they comfortable, anxious, happy, scared, etc.?"
T3	K-9	18	BS	"Yep ... I've heard of it. I kind of thought that it had to do with your temperament and how it relates to emotions."	"The overall atmosphere. If it is a friendly environment or a hostile environment."
T4	5-12	6	MS	"No, I don't think I have heard of it."	"Like the environment we create. It obviously needs to be safe. Students needs to feel comfortable interacting with teachers and peers ... How comfortable a student feels."
T5	K-9	25	MS	"Yes. I've heard of it. To me it means being aware of our behaviors and reactions and how other people then react to us."	"I would say comfort ... the comfort level ... how the kids feel, if they are being accepted, if things work well. People feel welcome."

In addition, all five teacher participants indicated that they had never had any training with regard to emotional intelligence.

To further illuminate the participants and their role in the research, the researcher included a chart indicating how each participant scored on both the pre-SEI and the post-SEI (see Appendix G). The chart gives a score for the participants' overall EQ, as well as scores for each of the three pursuits (Know, Choose, and Give) and the components within each of those areas. The scores for each individual are given as a baseline score, the initial SEI Assessment prior to any training and/or discussion, and the Post SEI score, which was taken after eight weeks of research and training. This chart is included to help clarify and validate the conclusions that are drawn based on the group of teachers as a whole.

### **Procedures for analyzing data**

The data for this research came from multiple sources, including teacher participant interviews, teacher EI surveys as provided by Six Seconds, EVS climate surveys also provided by Six Seconds, and participant journal entries. These various forms of data collection were used to verify and confirm information and gain deeper understanding. According to Merriam (2009), the purpose of the data analysis is to “answer your research question” (p. 176). Each data component including the SEI surveys, EVS surveys, journals, and interviews were read and reviewed multiple times as the researchers combed through the information looking for “recurring regularities in the data” (Merriam, 2009, p. 177). A more detailed description of each the data analysis procedures is in the following paragraphs.

#### ***SEI Surveys (Teacher Emotional Intelligence)***

The emotional intelligence surveys were given at the beginning of the research and again at the end of the research after participants were provided with EQ education and interventions to apply in the classroom and school settings. The emotional intelligence survey, or SEI, was provided through partial grant funding by Six Seconds. According to the *SEI emotional*

*intelligence assessment: Technical manual* (Six Seconds, March 2010), the self-report questionnaire includes a series of 143 items. The SEI includes a self-correcting index and positive impression and consistency scale. (Six Seconds, March 2010). The SEI measures eight fundamentals of EQ that are components of the Six Seconds EQ Model described in Chapter 1 as the conceptual framework for this research. Participants took the initial SEI prior to any EQ-in-Action training, interviews, or discussion related to EI, and they took the post-SEI following approximately eight weeks of EQ interventions, education, and supports. Although the research was not quantitative in nature, the information on changes in the participants' EQ over the eight weeks can provide valuable information for understanding related to this research. According to Six Seconds, "The SEI measures personal perceptions and impressions which may very well change with training and other life experiences. As a person's emotional intelligence grows and develops, the SEI scores would be expected to reflect these changes" (Six Seconds, March 2010, p. 20).

After both the pre- and post- SEI assessments, the researcher met with the participants individually to debrief the results. The researcher received her certification as an SEI EQ assessor in Boston in June of 2013. The purpose of the debriefing was to help participants "understand the test and move into action" (Six Seconds, 2011a, p. 15). It also aided the researcher in gaining a better grasp on each how individual teachers understood the concept of EQ and teachers' perceptions of their own EI. The participants were then given reflective journal questions related to their individual results and questions related to plans for employing the new knowledge or awareness in the school context.

After completion of both the pre- and post- SEI assessment surveys, the researcher met with Six Seconds consultants to review and discuss the data for research implications. The researcher

was also provided with comparative reports to utilize in the data analysis. The full report are is included as supplementary document, however, brief information regarding the report is included in the appendix (See Appendix H). The goal of analyzing the SEI assessments in comparative format was to look at the overall changes in the group of teachers, not individual teachers, and the potential impact on the perception of the school climate. It also provided the researcher with a breakdown of how the group's EI changed based on the Six Seconds EQ Model as a framework that was shared in Chapter 1.

### ***Interviews***

One-on-one interviews with each of the five teacher participants were also critical in data collection for analysis. Interviews were conducted prior to EI educational interventions and surveys as well at the conclusion of the research after educational interventions and surveys were completed. All interviews were recorded with a digital voice recorder. Each interview was downloaded onto the computer, checked for clarity, and carefully transcribed. Participants were asked to review the interview transcriptions for accuracy prior to coding. The data from the interviews were analyzed with constant references to the conceptual frameworks regarding EI and school climate outlined in Chapter 1. The Six Seconds EQ Model as an EI framework and the Four Dimensions of School Climate provided a general direction for coding the data. Creswell (2007) noted that key to analysis of qualitative data is “coding the data (reducing the data into meaningful segments and assigning names for the segments), combining data into broader categories or themes, and displaying comparisons into broader categories and themes” (p. 148). After each interview transcript was coded and reviewed, the researcher observed the pieces as a part of the whole to glean patterns and identify themes that would be used throughout the continued analysis to draw conclusions.

### ***EVS Surveys (School Climate)***

The school climate surveys were given at the beginning of the research and again at the end of the research timeframe. Between the two surveys, teacher participants were provided with EI education and interventions (EQ-in-Action training) to apply in the classroom and school settings. The school climate survey, Education Vital Sign (EVS), was provided by Six Seconds. The EVS is “a statistically validated normed assessment of school climate” that includes 42 questions (Six Seconds, School Climate Assessment: Introduction to Education Vital Signs, 2013c, p. 2). As noted earlier, the EVS examines drivers or climate factors: Motivation, Integrity, Belonging, Accountability, and Trust. (Six Seconds, 2013c). These climate factors influence four outcomes: Learning, Safety, Involvement, and Thriving. After consultation with the peer debriefing group of educators and representatives from Six Seconds, 17 additional multiple-choice custom questions and three open-ended questions were added to the survey. These additional questions were developed and reviewed using the school climate conceptual framework (as described in Chapter 1) as a guide for research specificity. These custom questions were designed to precisely align with the school climate framework used for this research. These questions followed the format of the other 42 questions, with five choices as a response: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Three open-ended questions developed through consultation with the professionals at Six Seconds and those in the peer debrief group were also included in the survey. The open-ended questions gave participants an opportunity to respond in writing to questions related to the school. The responses to the survey were completed online by staff and students. The same questions were included in the survey taken at the start of the research and the survey taken at the

end of the research. Students and staff at the research location were asked to voluntarily participate in the survey. An overview of participation in the EVS survey is outlined in the chart below (Table 4-2).

**Table 4-2 Overview of EVS Participation**

<b>Education Vital Signs (EVS)</b>	<b>Number of students participating</b>	<b>Number of staff participating</b>
EVS #1 (pre) August 28, 2013	69	12
EVS #2 (post) November 25, 2013	68	14

Reports with the data from the pre-EVS and post-EVS surveys were provided to the researcher by Six Seconds. Six Seconds personnel also spent time discussing and debriefing with the researcher. All data results, including responses to open-ended questions, were then reviewed and analyzed for patterns, common concepts, or trends. These commonalities were then coded using both the EI and school climate frameworks described in Chapter 1 as references. The researcher also took a more in-depth look at a smaller segment of the data using a reflective analysis approach. This segment comprised questions that received the three lowest ratings and questions that received the three highest ratings each time the EVS was taken by participants. According to the Six Seconds Education Vital Signs report (Six Seconds, September 2013 and November 2013), the ratings on these questions signify strengths and/or challenges in school climate. The reports in their entirety are included as supplementary documents; however, brief information regarding the reports is included in the appendix (See Appendix I and J). Data with specific comments from participants were provided to the

researcher to use for analysis but are not included in the appendix or supplementary document to protect participant anonymity. All EVS data and information was reviewed multiple times and discussed with Six Seconds representatives and peer educators who served as briefers to explore an accurate understanding of the perception of the school climate based on the data.

### ***Journals***

Throughout the research process, the teacher participants were asked to record their thoughts, responses, and experiences. The researcher provided prompts for the weekly journal entries, but participants were encouraged to share at will (see Appendix F for journal prompts). The journals were not required, nor were participants given specific guidelines to follow. Participants were encouraged to share genuine and honest feedback in confidence to assist the researcher in gaining a better understanding of the teacher's EQ and how it was affecting their perception of school climate. Over the course of the research, the participants were given an opportunity to respond to 12 different journal prompts, each with multiple questions. The researcher was pleased with the response and participation of the teachers. Of a possible 60 journal entries, a total of 58 entries were submitted. Responses ranged in length from several paragraphs to a few sentences or, in some cases, a bulleted list. These journals were submitted to the researcher online, which helped eliminate misinterpretation due to handwriting. Journal entries were read and reread by the researcher, who made notes in the margins and coded using the EI framework and the school climate framework as outlined in Chapter 1. After the initial coding of individual journals, the researcher reviewed the data to look for themes and/or commonalities in both the individual's journals as well as the collection of journal entries. The researcher also reread the journals several times in their entirety to look at the bigger picture through reflective analysis and draw critical insights. Discussion with peer educators outside the



spectrum of the research helps solidify the most accurate interpretation and insights from journal writings.

***Coding Categories for Data Analysis***

Merriam (2009) noted that the categories used for coding should be consistent with the nature of the study to support finding an answer to the research question. The two categories of emotional intelligence (EI) and school climate (SC), as defined by the frameworks explained in Chapter 1, were the initial broad categories for coding the data. Each component of data was analyzed and coded using the codes in Table 4-3. Data that could be identified as fitting both categories was coded as such.

**Table 4-3 Broad Coding Categories**

<b>Emotional Intelligence (EI)</b> <small>(Six Seconds, 2010)</small>	<b>School Climate (SC)</b> <small>(Cohen, McCabe, Michelli, &amp; Pickeral, 2009)</small>
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The broad categories provided a relatively easy, basic means of initially breaking things down. After rereading and additional analysis, the data were then broken down further and coded again as other sub-categories began to emerge. The researcher’s peer debriefers also reviewed the data, the consistency of coding, and the categories. This process allowed the researcher to tweak how the codes used for various categories were defined and proceed with confidence in the accuracy and ethical standard of the data analysis. In addition, data provided by the individual teacher SEI reports, the SEI Comparative Report, and the pre- and post-EVS reports were also incorporated into the coding categories as appropriate, and several graphs from the actual reports are presented in this chapter to clarify and explain the data. Table 4-4 lists the sub-categories that emerged.

**Table 4-4 Sub-Categories for Coding**

<b>Emotional Intelligence (EI)</b> (Six Seconds, 2010)	<b>School Climate (SC)</b> (Cohen, McCabe, Michelli, & Pickeral, 2009)
Pre-Research Teacher EI Understanding (P-TEI)	Pre-Research School Climate Perception (P-SCP)
Teacher Emotional Intelligence (TEI)	Perception of School Climate (PSC)
Impact of Teacher EI on Perception of School Climate (EI-SC)	

After this, the coded data were organized in Excel and Word documents based on the categories. Using these outlines, the researcher began to look from one component to the next for “recurring regularities in the data” (Merriam, 2009, p. 177). By further comparing and questioning patterns with regard to the EQ framework and the school climate framework, the researcher waded knee-deep into the arduous task of looking at connections or repetitions across the entire spectrum of data. The researcher’s earnest effort was to examine the intersection of data with regard to the two frameworks in search of truly “deriving meaning from the qualitative data” (Merriam, 2009, p. 204), not just organizing it. Connections and insights from the coded categories of data across both frameworks were again read and reread on a reflective level to allow the researcher to derive her own themes and intuitive conclusions to help answer the research questions. These insights were then reviewed and discussed with the researcher’s peer debriefers to assure clarity and transparency. Finally, the data needed to be compiled for presentation. However, even with confidence in the coding and the data categories, after trying to force the data to fit a standard data chart and experiencing the “square peg into a round hole phenomenon,” the researcher needed a different approach to presenting the data in an organized fashion. This frustration left the researcher feeling like a cartoon character grasping for a branch to keep from being pulled under by quicksand. Merriam (2009) provided the branch in describing the researcher’s dilemma: “Data often seems to beg for continued analysis past the

formation of categories” (p. 189). Merriam’s (2009) response to this quandary was to create a visual representation to make sense of how the data fit together; hence, after much deliberation, the researcher created a flowchart to reflect the research picture.

### **Data presentation**

As noted, the data from this study are presented in one visual representation, or flowchart (Figure 4-1), which outlines the organization of the data and alludes to the categories the researcher used. Additional charts, graphs, and tables further explain the visual representation. Some of the tables and graphs include numerical and textual data related specifically to the EVS survey and the SEI survey results. SEI data for research participants based on their leadership reports is included in the appendix (See Appendix G). A full comparative report for the SEI and a full pre- and post-EVS survey report are included as supplementary documents (See Appendix H, Appendix I, & Appendix J for information). Additional charts outline the findings from the semi-structured interviews and the journals. Within the context of the big picture, these charts, tables, and graphs provide evidence for establishing patterns or themes that establish a foundation for the researcher’s conclusions and implications related to the research question, which will be included in Chapter 5. The data in the graphic representations are further supported and addressed in a narrative format with the inclusion of direct quotes from participant interviews and/or journals to add clarity and provide a richer, more genuine detailed description of the data findings. A timeline is provided in the appendix (See Appendix K) to provide additional clarity with regard to the researcher’s engagement in the overall research process.

**Figure 4-1 Research Flowchart**

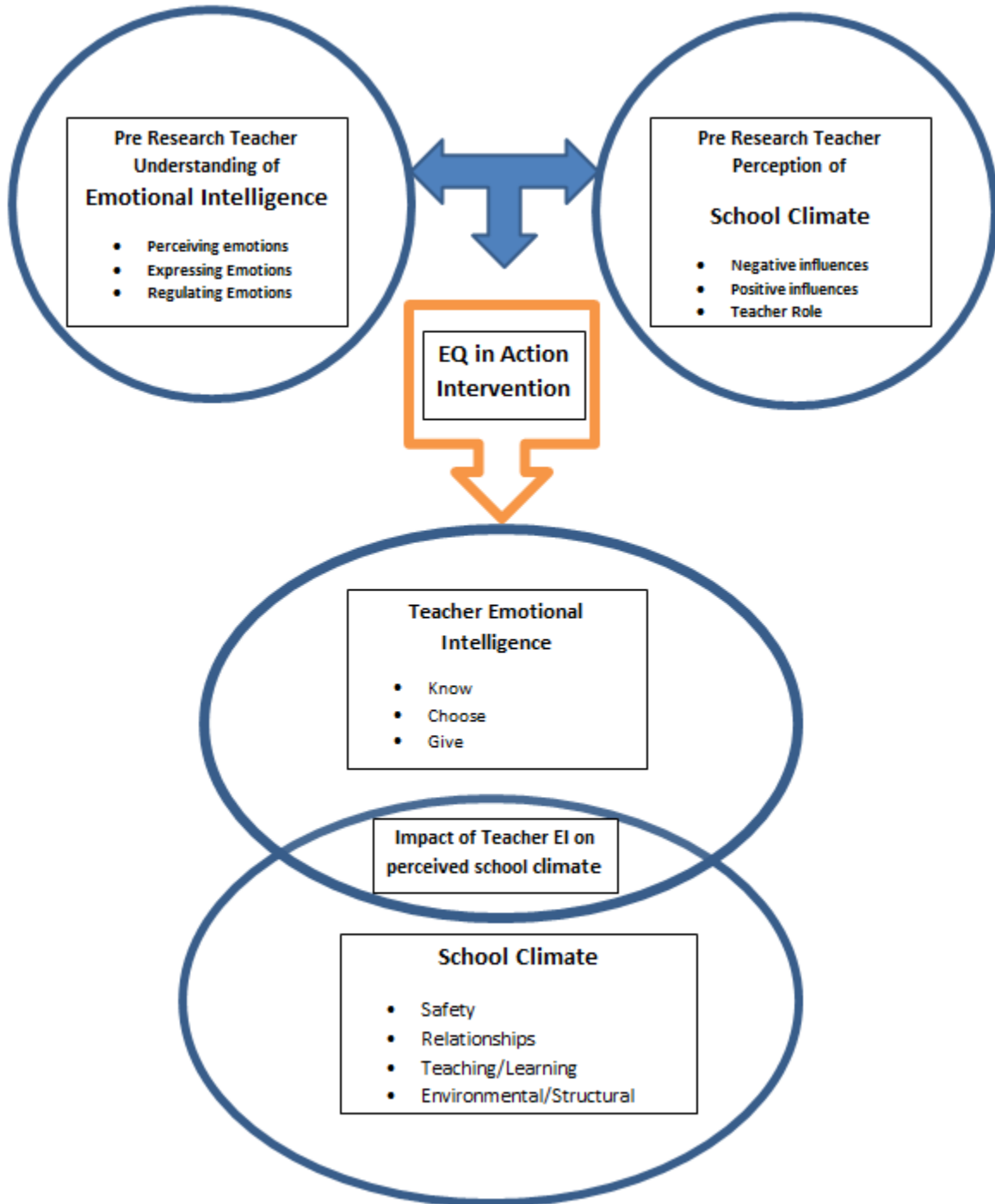


Figure 4-1 is a visual representation, or flowchart, which outlines the organization of the data and alludes to the categories the researcher used to draw conclusions and implications related to the research question.

## **Patterns and Themes Emerging from the Data**

To better understand the emerging patterns and themes in the data, the researcher has included a table and narrative explanation for each of the five major focuses of the flowchart (Figure 4-1) with the exception of the EQ-in-Action interventions. The EQ-in-Action Training based on the Six Seconds EQ Model, which was not the focus of the research but is explained in Chapter 3, provided a funnel for bringing together teachers' perceptions of EI and school climate at the beginning of the research process.

The first focus in the research flowchart (Figure 4-1) is labeled Pre-Research Teacher EI Understanding. Data related to the teachers' understanding of emotional intelligence, prior to the start of the research and EI interventions or education, were coded and organized. Three sub-categories became evident: 1) perceiving emotions, 2) expressing emotions, and 3) regulating emotions. After more careful review, patterns or themes emerging from the data were then noted and supported by at least two pieces of distinct evidence from interview transcripts or teacher journal entries. This documentation is provided in Table 4-5.

**Table 4-5 Pre-Research Teacher EI Understanding**

Category	Sub-categories and patterns/themes	Evidence (Examples from transcripts or journals)
<p><b>Pre-research teacher EI understanding:</b> Prior to the research and interventions, teachers primarily viewed their emotional intelligence as consisting of perceiving emotions, expressing emotions, and regulating or controlling emotions.</p>	<p><b>Perceiving emotions:</b> All five of the teachers noted that they could perceive the emotions of others relatively well, and the better acquainted with the person, the easier this was. They also all indicated that there were challenges in perceiving emotions. These challenges ranged from people hiding or covering up real emotions to misinterpreting the emotion. Two of the five teachers shared that knowing what to do with the information was the most difficult challenge.</p>	<p>I think I can read people pretty well, of course the better I know them the easier it is. I don't always know what to do with it when I do recognize it. (T1)</p> <p>I think I am fairly perceptive when it comes to about feelings and emotions. (T3)</p> <p>Sadness is hard ... I don't know how to deal with it. ( T2)</p>
	<p><b>Expressing emotions:</b> All five teachers shared that expressing emotions such as joy, happiness, or excitement were the easiest. These emotions were typically expressed with body language and words. All teachers indicated that some emotions are difficult to express. Four of the five teachers indicated that expressing hurt, loss, or fear were most difficult.</p>	<p>Joy ... happiness ... the positive emotions are easier for me to express. (T3)</p> <p>It is hard for me to express if there is a death or a loss ... but it is one of those feelings you must go through. (T4)</p>
	<p><b>Regulating emotions:</b> Although all five teachers indicated that as professionals they had learned to regulate their emotions to a certain extent, they all indicated that frustration was the most difficult to control or regulate.</p>	<p>I am very controlled with my emotions. I try to always be aware of when I feel that expressing emotions is appropriate or not. (T2)</p> <p>If I get very upset or frustrated, you hate to do it, but you say, "just shut up." (T5)</p> <p>Sometimes I get overwhelmed and frustrated and in the heat of the moment it is difficult to step back and look at the big picture. (T4)</p>

The teachers' pre-research understanding of EI established a foundation for the research. In addition to the findings presented in Table 4-5, results from the teacher SEI survey taken prior to the research helped establish a basis for the teachers' EI in regard to the Six Seconds EQ Model. A chart showing individual teacher's scores is included as an appendix (see Appendix G). In this research, the teachers' individual scores were used primarily to provide data for each teacher in preparation for the EQ-in-Action training. The pre-SEI helped teachers establish a context for understanding their strengths and areas of challenge related to EI. The SEI survey also provided teachers with a context for gauging their understanding and growth in terms of their personal EI. All five teachers journaled about their reactions to their SEI results. The journals allowed the teachers to reflect candidly about their strengths and areas of concern.

As a group, the lowest area in the pre-research survey was Navigate Emotions (Six Seconds, 2013d & 2013e, p.20). Six Seconds defines this competency as "a skill that lets us tap the energy and information and allows us to select the most productive response" (Six Seconds, 2010, p. 16). This corresponds with some of the struggles teachers identified in knowing how to respond appropriately. One teacher noted, "When I get frustrated, I shut down emotionally" (T4). Another indicated, "I am not good at responding to people who are sad or upset" (T2). On the pre-SEI, the teacher group scored highest in Enhancing Emotional Literacy competency (Six Seconds, 2013d & 2013e, p.20). Defined as dealing with identifying and labeling feelings, it also includes beginning to understand where these feelings originate (Six Seconds, March 2010). A higher group score in this area coincides with textual examples from teachers listed in Table 4-5. Again, the individual SEI results were used as peripheral information, whereas the goal of the research was to look at the teachers' EI as a collective group.

The second focus in the research diagram (Figure 4-1) is labeled Pre-Research Perception of School Climate. Data related to the teachers' perceptions of school climate, prior to the start of the research and education or interventions, were coded and organized. Preceding the research, teachers explained or defined school climate perception in terms of negative influences, positive influences, and their role in the perception of the school climate. These defining factors became sub-categories for the teachers' perceptions of school climate. Within each of the areas, patterns and themes became obvious as the data were read, reread, and organized. Table 4-6 lists the sub-categories with an explanation of observed patterns. Each sub-category has examples from interview transcripts or teacher journals to demonstrate or further clarify the patterns.



**Table 4-6 Pre-Research School Climate Perception**

Category	Sub-categories and patterns/themes	Evidence
<p><b>Pre-research school climate perception:</b> In initial interviews prior to the research, teachers viewed school climate almost entirely in terms of factors that influenced or affected the climate negatively or positively and their role in this.</p>	<p><b>Negative factors/influence:</b> All five teachers mentioned negative influences that affect the perception of school climate. Three of the five indicated that uncaring or grumpy staff members contributed to this. Two of the five claimed that outside influences such as lack of parent support, the media, or gossip/rumors were negatively influential.</p>	<p>It is negative or grumpy employees. I don't have anything to add to that. (T1)</p> <p>The negative stuff you hear about schools. The gossip, the media ... (T5)</p>
	<p><b>Positive factors/influences:</b> All five of the teachers agreed that adults— teachers, staff, and administration—in the building affect the school in a positive manner. Teachers indicated that these adults influence the school climate in a positive manner by making students feel welcome, by caring and building relationships with students.</p>	<p>Teachers and staff that care. It could be asking about their day ... building relationships. (T2)</p> <p>Leadership ... it is not just the principal. It filters down ... the teachers in their classrooms. Kids react to seeing that someone cares. ( T5)</p>
	<p><b>Teacher role:</b> Even though all five teachers agreed that the adults in the building had the potential to be both positive and negative in regard to the school climate, most viewed their role in the overall climate as very limited. Three of the five indicated that their role in school climate was to “be positive.”</p>	<p>As far as control or influence over school climate, I am a small piece of the puzzle ... not a huge impact. (T1)</p> <p>I have as much influence as any other teacher. We can do our best to reassure them that we are doing our best to keep them safe. (T3)</p>

In addition to the findings outlined in Table 4-6, the pre-EVS survey that gave another perspective on the school climate provided data to further deepen the researcher's understanding. The pre-EVS report in its entirety is included as a supplementary document. (See Appendix I for information). The pre-EVS captured how teachers and students perceived the school climate prior to the research at that moment when the survey was taken. The researcher used the EVS information to establish and understand the school climate more broadly. The pre-EVS results indicated an overall climate index of 71.6%, where 50% is considered an average score (Six Seconds, Pre EVS Report 2013, September). In their journals, teachers described their reactions to these results as pleased that their school was above average, but they also noted areas needing improvement. Trust was mentioned most frequently as an area to address.

The charts and diagrams that follow show additional findings with regard to school climate based on the EVS. Because the EVS does not use the same terminology as the school climate framework used in the research, the researcher was challenged to look for patterns and connections that might build an understanding of the school climate through two indirectly related lenses for examining the same concept of school climate. Using the EVS assessment and viewing the data using the Four Dimensions of School Climate framework (Cohen, McCabe, Michelli, & Pickeral, 2009) was intentional to avoid or minimize what might be perceived as a bias toward Six Seconds.

Figure 4-2 uses a bar graph to indicate results from the Six Seconds EVS with regard to the school climate factors or drivers that Six Seconds uses in their work (Six Seconds, 2013c). The figure indicates that students and staff perceive that integrity is a strength, whereas accountability is an area that needs to be addressed. Integrity involves commitments and following principles, whereas accountability addresses behaving respectfully and considering

consequences of decisions (Six Seconds, 2013c & Six Seconds, 2013, September & November).

Based on the EVS normative sample, the grey zones indicated the lower and upper 25%; 100 is considered an average score for schools (Six Seconds, 2013, September & November).

Although none of the elements have at-risk scores, they are clearly in the low average range.

The fact that teachers encapsulated their initial understanding of school climate in terms of negative and positive influences does not directly align with Figure 4-2, but it does support a sense of average—neither highly positive nor highly negative.

**Figure 4-2 Pre-EVS School Climate Factors/Drivers**

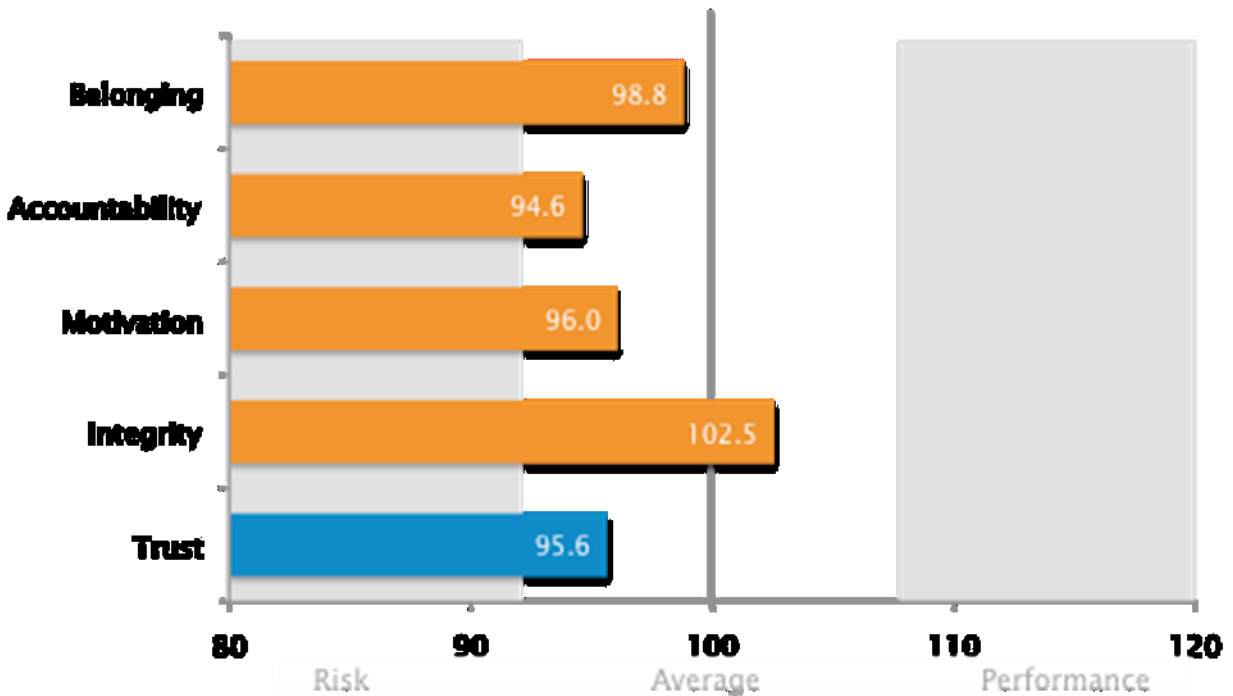


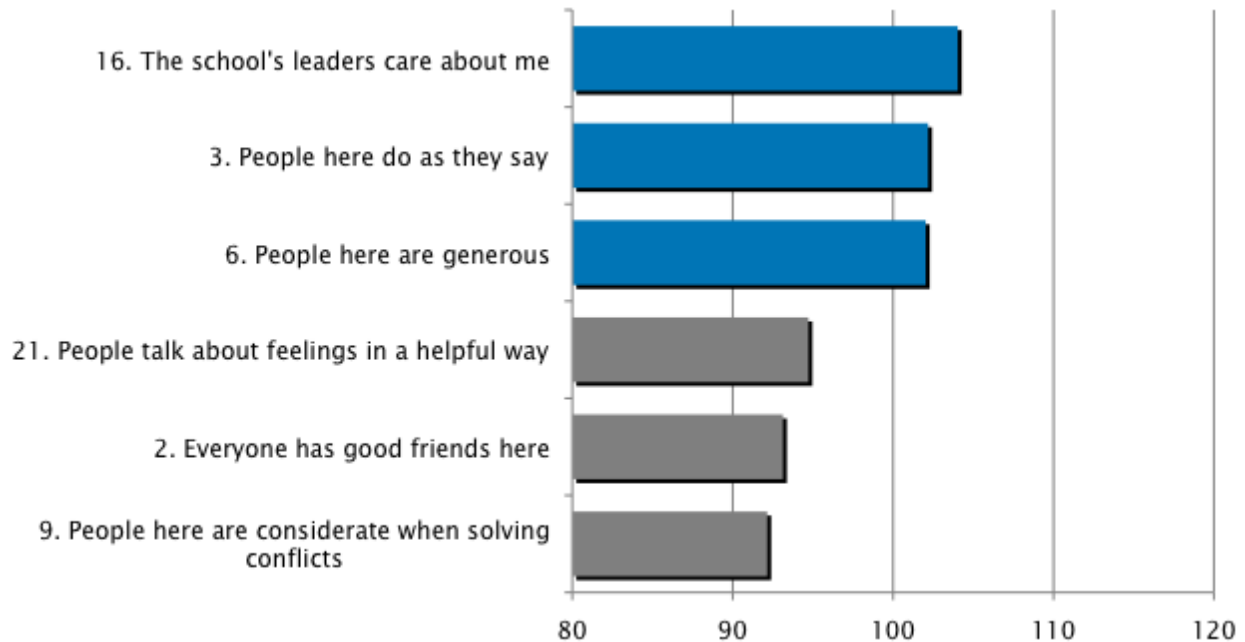
Figure 4-2 indicates results from the Six Seconds EVS with regard to the school climate factors or drivers that Six Seconds uses in their work. Trust is noted in blue (darker) to indicate a high level of importance with regard to the other factors.

(Used by permission, Six Seconds, Education Vital Signs, September 2013, p. 7)

Figure 4-3 indicates the three questions from the climate survey with the most positive responses and the three questions with the lowest responses. These provide more clarity to the chart listed above with the practicality of questions that make sense to the teachers and the researcher. According to Alex Russell, Six Seconds Emotional Intelligence Network Program Manager, the three highest-rated questions are tied to belonging, integrity/trust, and integrity (personal communication, January 2, 2013). The three lower-scoring areas reflect belonging, motivation, and accountability. When compared with the Four Dimensions of School Climate framework described in Chapter 1 and discussed with peer debriefers, the highest-rated questions would be categorized under Relationships and the lowest would mesh with the category of

Safety, specifically emotional safety. Although the framework categories were not used for coding in the pre-research data, the researcher notes that these findings begin to create a segue to potential conclusions.

**Figure 4-3 Pre-EVS Critical Questions**

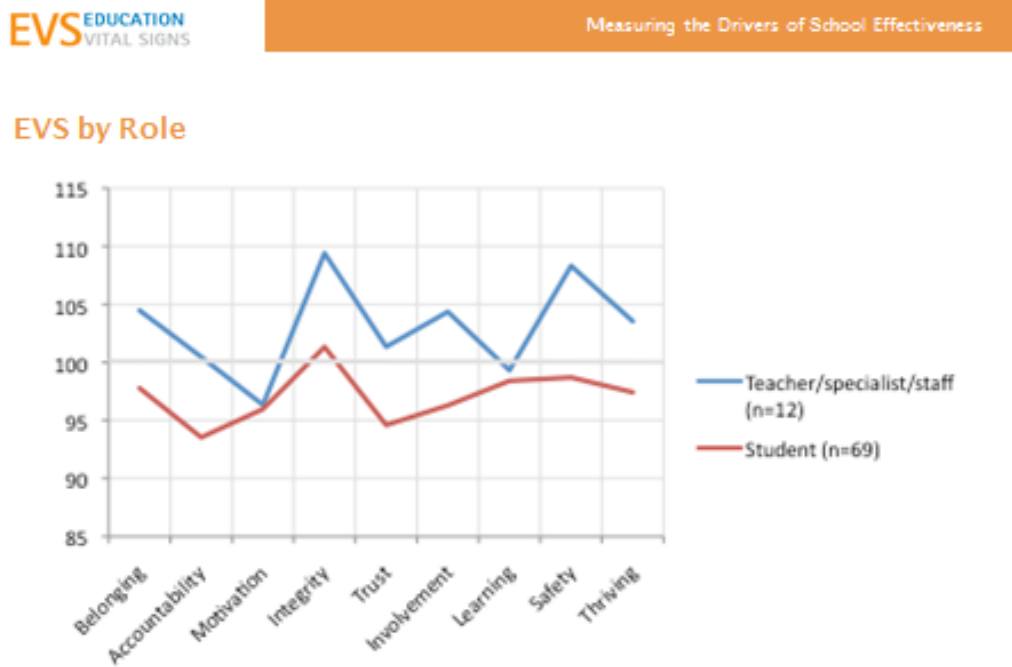


In Figure 4-3, the three questions from the EVS climate survey with the most positive responses (blue/darker) and the three questions with the lowest responses (grey/lighter) are shown. Scores between 90 and 100 are considered average.

(Used by permission, Six Seconds, Education Vital Signs September 2013, p. 14)

Finally, Figure 4-4 contrasts the staff perception and the student perception of school climate based on the results of the EVS that was taken at the beginning of the research. This figure includes the five factors or drivers of school climate and the four outcomes. Notable findings include the obvious conclusion that teachers or staff viewed all factors and outcomes of climate as much higher than students. The most agreement occurs with regard to motivation and learning. The largest discrepancy occurs related to integrity and safety.

**Figure 4-4 Pre-EVS Perception by Role**



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Figure 4-4 contrasts the staff perception and the student perception of school climate based on the results of the EVS that was taken at the beginning of the research. The teacher perception is indicated by the top line (blue) and the student perception is reflected by the bottom line (red).

(Used by permission, Six Seconds, Education Vital Signs, September 2013, p. 17)

The numerical or statistical data in Figure 4-2, Figure 4-3, and Figure 4-4 is not intended to prove or disprove anything about the perception of school climate; all of the findings included in the figures, tables, and narrative are used as evidence to gain understanding. The EVS survey provides one barometer of perceived school climate.

The third focus in the research diagram (Figure 4-1) is labeled Teacher Emotional Intelligence. Data in this section were gleaned during the research while teachers were engaged in the EQ-in-Action training intervention and following the training. After exposure and

education related to the Six Seconds Model of Emotional Intelligence as described in Chapter 1, teachers began to move beyond their initial understanding of EI. Table 4-7 indicates the three sub-categories of teacher EI that were defined by the Emotional Intelligence framework explained in Chapter 1. Patterns and themes that emerged in the data are indicated with brief examples from the teacher journals and interview transcripts.

**Table 4-7 Teacher Emotional Intelligence**

Category	Sub-categories and patterns/themes	Evidence
<p><b>Teacher EI:</b> The focus of the Six Seconds EQ-in-Action training based on the work of Six Seconds and specifically Freedman’s book, <i>At the Heart of Leadership: How to Get Results with Emotional Intelligence</i> (2007), provided teachers with a model to view and understand their emotional intelligence. The Six Seconds EQ Model (Freedman, 2010) is composed of three pursuits. These pursuits created natural sub-categories for analyzing the teacher EI data.</p>	<p><b>Know Yourself:</b> All five teachers indicated a deeper awareness and/or understanding of their own emotions. Four of the five teachers also indicated that they are better able to recognize patterns or recurring reactions/behaviors.</p>	<p>I have learned to better understand my own emotions and why I have those feelings. In the past it has been hard to describe what I am feeling let alone why. (T4) I know I need to stay calm in stressful situations. I have improved in this area. (T1)</p>
	<p><b>Choose Yourself:</b> Three of the five teachers indicated that they are more likely to pause, think about their response or reaction, and consider options. The other two indicated a desire to get to that point, but struggle with proactively responding due to their own confidence level.</p>	<p>I found myself taking a moment to think about how I react to situations or on an individual basis rather than just saying or doing something that misrepresents what I am really trying to impress upon students. (T2)</p>

		<p>I hesitate too much when trying to take action ... I am not sure of my ability to do certain things. (T3)</p> <p>I struggle with this this one. Speaking my mind is difficult. (T1)</p>
	<p><b>Give Yourself:</b> All five teachers were able to identify their noble goal; however, they all indicated that it had been a considerable time since thinking about or writing out their goal. All five teachers also addressed a desire to increase their empathy.</p>	<p>My noble goal impacts all the choices, decisions, actions, and reactions I make daily as well as what I model for students. (T5)</p> <p>I try to look at scenarios from my students' perspective and empathize with them. (T4)</p>

In addition to the teacher EI information outlined in Table 4-7, a comparative SEI report (Six Seconds, 2013e) helped establish an understanding of teacher EI. The report is included in its entirety as a supplemental document; however information is included in the appendix (see Appendix H). The SEI Survey that teachers took prior to the start of the research and the follow-up results of the same survey contribute to the data for this research; specifically, the comparative report provides data related to the changes in EI competencies of the teacher participants between the two different assessment opportunities. (Six Seconds, 2013e). A few key graphs and descriptive narration explain the vital discoveries in this report related to the research questions.

Figure 4-5 shows how many people in the group scored in each performance zone on total EI. The grey or light columns refer to the first administration and the colored or darker ones



to the second administration. It is helpful to understand a brief definition of the performance categories based on the Six Seconds SEI Comparison Group Report (2013e):

Vulnerable (0–70) = possible obstacle that may create challenges

Emerging (71–90) = some development and awareness evident

Functional (91–110) = workable skill

Skilled (111–130) = valuable strength that can be powerful if utilized

Expert (131–150) = unique ability with regard to this competency

At the start of the research, as supported by this chart, participants ranged from emerging to skilled in terms of their overall EI. When the survey was taken approximately three months later after EI instruction and education (EQ-in-Action training), discussions, reflection, and journal writing, all teachers were identified as functional or above and no teachers were identified as emerging.

**Figure 4-5 SEI Group Comparison Report: EI**

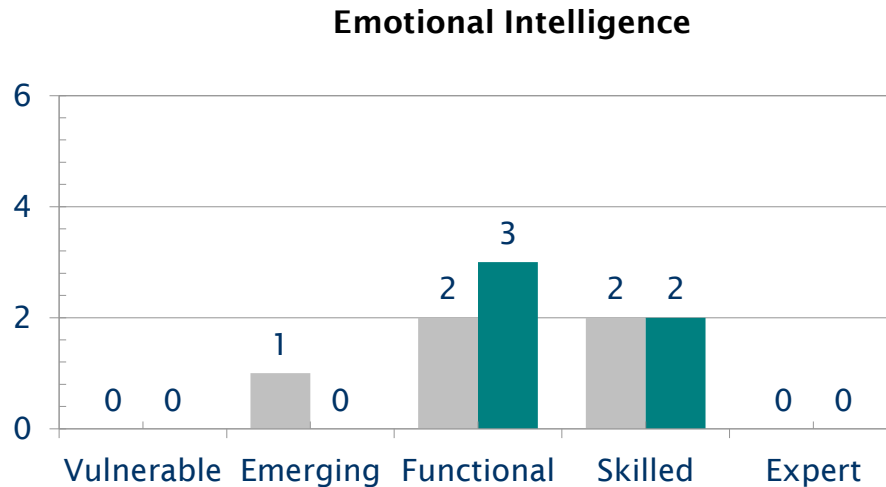


Figure 4-5 shows how many people in the teacher participant group scored in each performance zone with regard to EI. The grey or light bars refer to the first administration and the colored or darker bars to the second administration of the SEI.

(Used by permission, Six Seconds, SEI Comparison Group Report, 2013e, p. 7)

Figures 4-6 and 4-7 reflect additional data from the SEI Comparison Group report. These graphs look at the specific competencies of the three pursuits that are described in the Emotional Intelligence framework described in Chapter 1. Figure 4-6 uses a line graph to show how teachers scored on the initial assessment (blue) in August and the second assessment (red) at the end of November. Figure 4-7 illustrates the same information in a bar graph with the percentage change for each area including overall EI, the three pursuits, and the eight competencies. In addition to showing a positive increase in overall EI, the teachers as a whole demonstrated maintenance or growth in all three of the pursuits that are broad categories of the Six Seconds EQ Model and the Emotional Intelligence framework for this research. Each of these pursuits

includes the competencies. Of the eight competencies, the chart reflects teacher growth in four. Growth in two areas, Engage Intrinsic motivation and Exercise Optimism, is 8% or greater. The largest growth, 9.1%, is in Pursue Noble Goals. All five teachers individually maintained or improved with regard to the Noble Goal performance category (Six Seconds, 2013d). A key to the abbreviations used in Figures 4-6 and 4-7 are identified in Table 4-8. These pursuits and competencies are further explained or defined in Appendix A or Table 3-1.

**Table 4-8 SEI Abbreviations for Pursuits and Competencies**

<b>EI</b>	<b>KY</b>	<b>EEL</b>	<b>RP</b>	<b>CY</b>	<b>ACT</b>	<b>NE</b>	<b>EIM</b>	<b>EO</b>	<b>GY</b>	<b>IE</b>	<b>PNG</b>
<b>Emotional Intelligence</b>	<b>Know Yourself</b>	Enhance Emotional Literacy	Recognize Patterns	<b>Choose Yourself</b>	Apply Consequential Thinking	Navigate Emotions	Engage Intrinsic Motivation	Exercise Optimism	<b>Give Yourself</b>	Increase Empathy	Pursue Noble Goals

**Figure 4-6 SEI Comparison Group Report: Competencies**

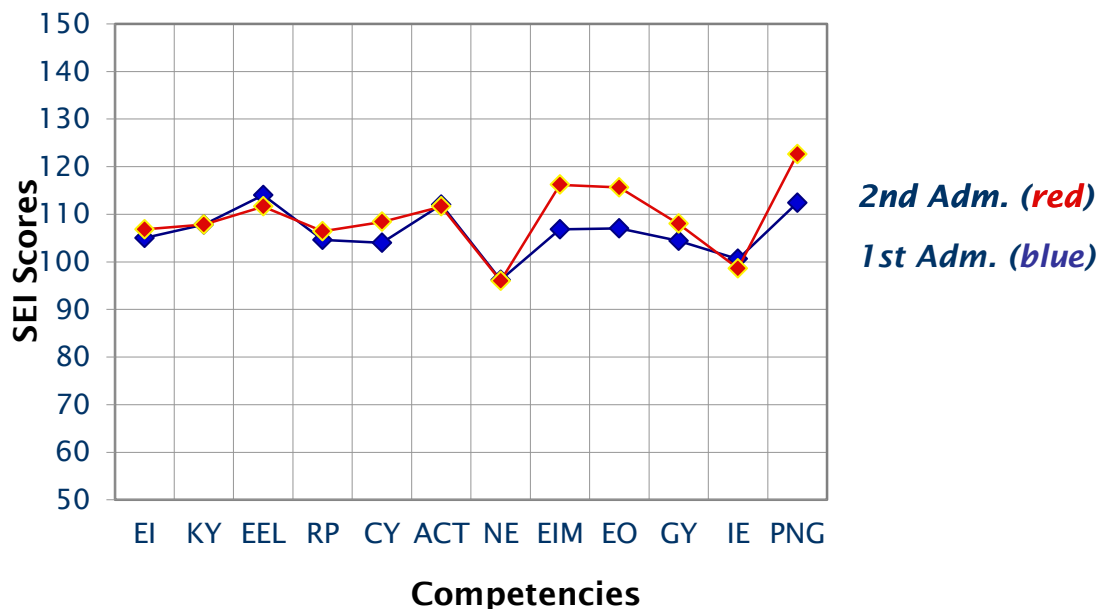


Figure 4-6 uses a line graph to show how teachers scored on the initial SEI assessment (blue-bottom line) in August and the second administration of the SEI assessment (red-top line) at the end of November. (Used by permission, Six Seconds, SEI Comparison Group Report, 2013e, p. 21)

**Figure 4-7 SEI Comparison Group Report: Competencies Percentage Change**

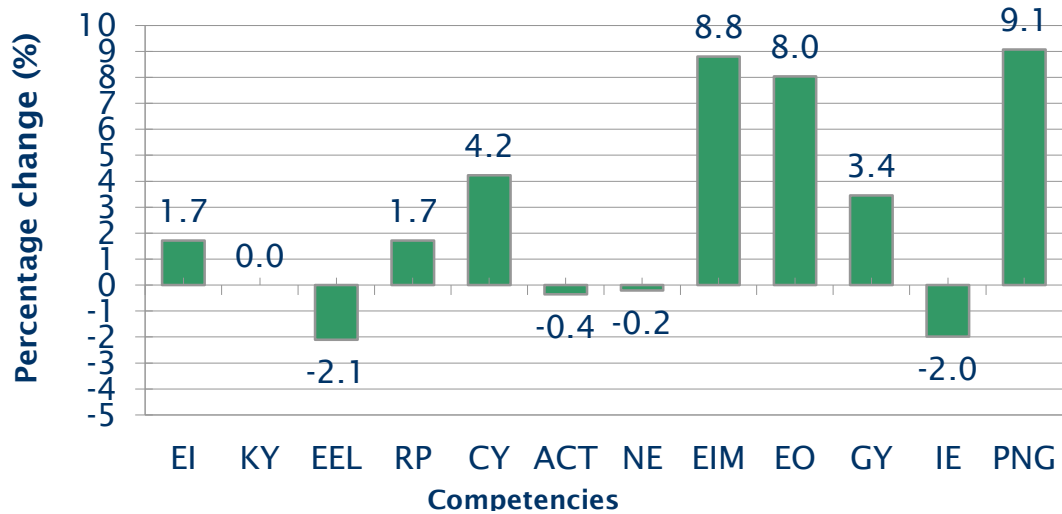


Figure 4-7 illustrates in bar graph format the percentage of change for teacher participants in regard to overall EI, the three pursuits, and the eight competencies.

(Used by permission, Six Seconds, SEI Comparison Group Report, 2013e, p. 22)

The fourth focus in the research diagram (Figure 4-1) is labeled School Climate. Data in this section are defined and explained in Table 4-9. The school climate data were coded using sub-categories in alignment with the Four Dimensions of School Climate (Cohen, McCabe, Michelli, & Pickeral, 2009). As the teachers were given information regarding this framework and provided opportunities for discussion and learning, they began to look at the context of school climate differently than they did prior to the research. The focus moved from negative influences, positive influences, and the teacher’s role in school climate to safety, relationships,

teaching/learning, and environmental/structural. Table 4-9 clarifies patterns that emerged as well as narrative evidence from teacher journals and interview transcripts.

**Table 4-9 Perception of School Climate**

Category	Sub-Categories and patterns/themes	Evidence
<p><b>Perception of school climate:</b> During the training interventions, teachers were also exposed to the <i>Four Essential Dimensions of School Climate</i> (Cohen, McCabe, Michelli, &amp; Pickeral, 2009). These four dimensions provided natural sub-categories in exploring how teachers perceive school climate.</p>	<p><b>Safety:</b> All five teachers agreed that if students are safe they will be more productive. All of them also indicated that they sensed that students felt safe in our school, and as a result it was not as big of a factor.</p>	<p>If kids feel safe they can relax, and learn and have fun. Kids feel safe here.(T3) I don't think this is a factor in our school. I don't think kids feel in danger. They are not worried. I don't see or feel that from anyone. (T5) If students feel they are safe they will be more productive. I believe that most of our students feel safe.(T1)</p>
	<p><b>Relationships:</b> Without hesitation, all five teachers indicated that this was the most significant factor in school climate. Three of the five also indicated that this is an area that individuals must address. Relationships cannot be forced or developed by others.</p>	<p>This is the most significant factor. Positive relationships create a positive climate. Our school is small and teachers have more opportunities to build relationships. (T2) I cannot send you in to build a relationship for me. ( T4)</p>
	<p><b>Teaching/learning:</b> Based on all five teachers' responses, this sub-category was closely associated with relationships. Teachers felt that having relationships with students supported teaching and learning. Three of the five also indicated that building leadership was especially important as a factor in teaching and learning.</p>	<p>I think with relationships—if that part of the school climate is taking place then everything else will be easier. ( T3) The principal setting the tone ... it is nice to have a leader and a direction to go. (T 4)</p>
	<p><b>Environmental/structural:</b> All of the teachers agreed that</p>	<p>I don't think it effects the kids much ... they adapt. (T5)</p>

	<p>individuals need to promote taking care of what they have. Three of the five indicated this component of the school climate was much more of an individual preference. To some people it is important, for others not so much, and others just adapt.</p>	<p>I think this factor depends on the individual student. (T2)</p>
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Another element of the findings related to school climate are the EVS post-test results. The researcher has included the same three figures from the EVS post-test that were included from the EVS pre-test. The entire Post EVS report is also included as a supplementary document; however some information is included in the appendix (see Appendix J). The Post EVS established a follow-up “snapshot” of how teachers and students perceived the school climate at the conclusion of the research. The second administration (post-test) of the EVS reflected an overall climate score of 34.9% on a scale where 50% is the average score (Six Seconds, 2013, November). This showed a significant drop from the 71.6 score when the initial EVS (pre-test) was administered.

Figure 4-8 used a bar graph to indicate results from the EVS with regard to the school climate factors or drivers that Six Seconds uses in their work (Six Seconds, 2013c). Although integrity was higher in the post-test report than in the pre-test report, trust edged out accountability slightly for the lowest score. The most notable factor in looking at Figures 4-2 and 4-8, which show the same information from the pre- and post-EVS reports, is that the results in 4-8 are all lower than when the survey was taken the first time, which is clearly reflected in the overall score as well.

**Figure 4-8-EVS School Climate Factors and Drivers**

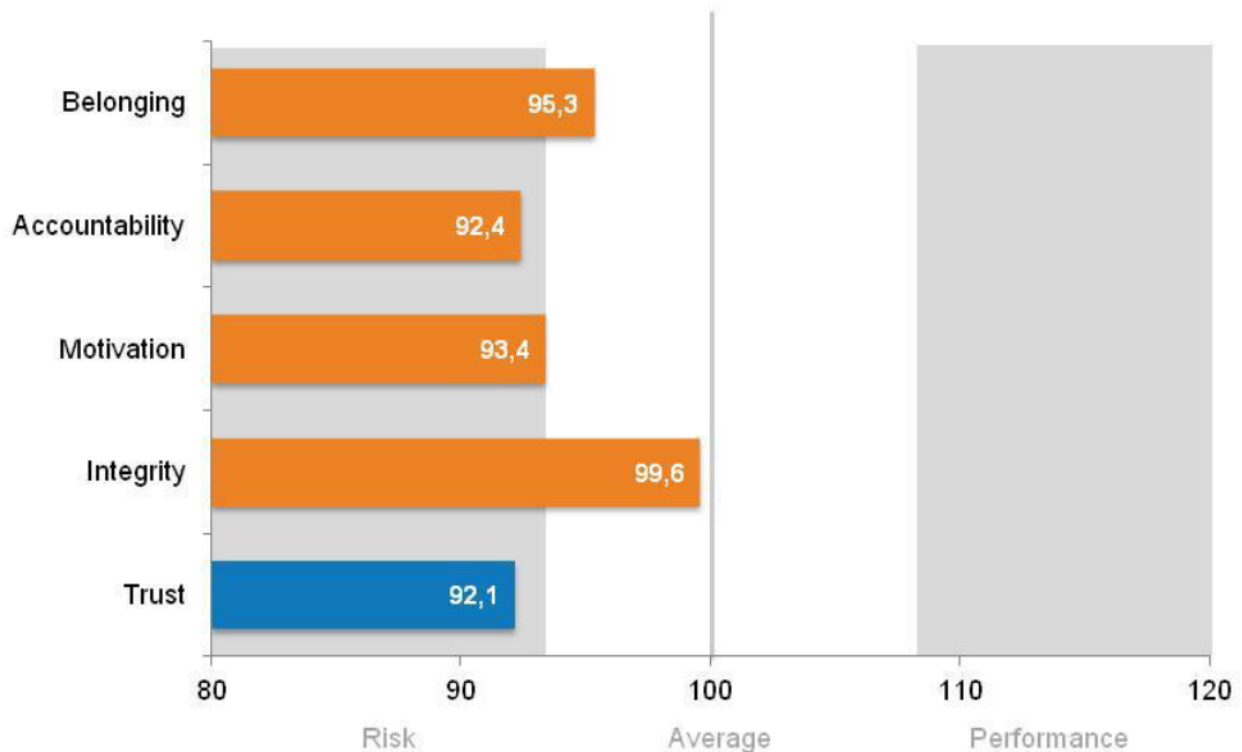


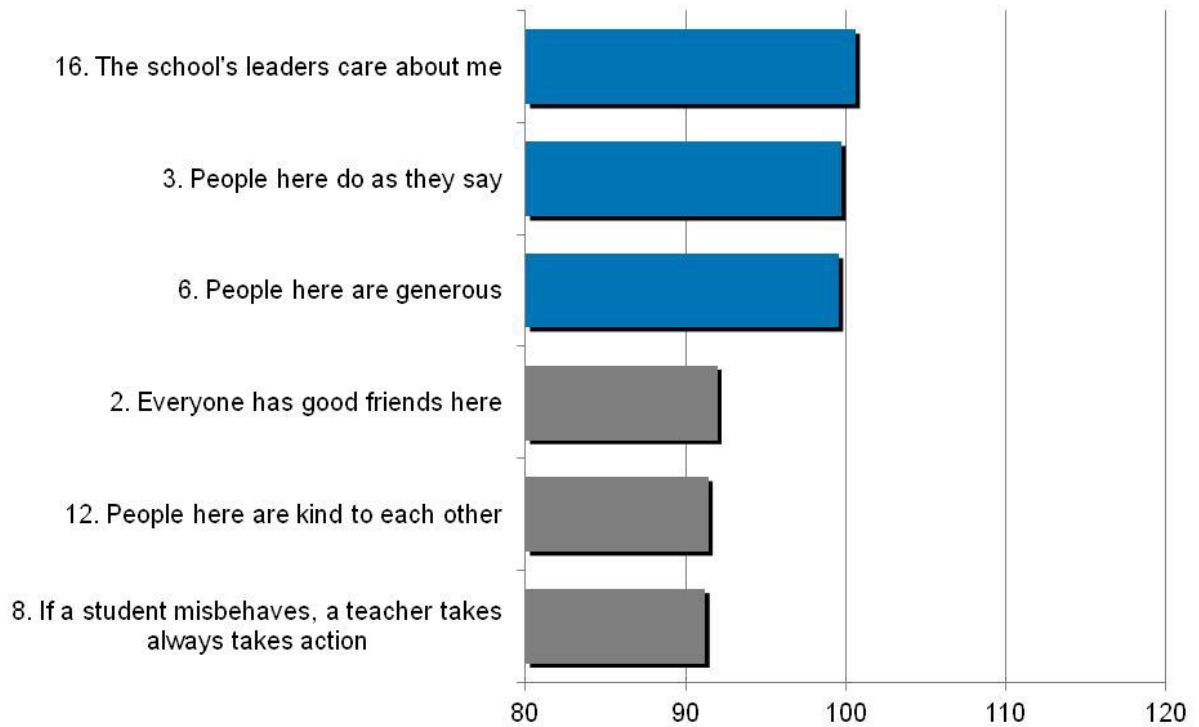
Figure 4-8 uses a bar graph to indicate results from the second administration of the EVS with regard to the five school climate factors or drivers that Six Seconds uses in their work.

(Used by permission, Six Seconds, Education Vital Signs, November 2013, p. 7)

Figure 4-9 indicates the three questions from the climate survey with the most positive responses and the three questions with the lowest responses. In reviewing this information and the information provided in Figure 4-3, the questions receiving the most positive response are the exact same for both the pre-EVS and the post-EVS. In terms of the three lowest responses, the questions changed some; however, these low responses still reflected a concern with motivation and accountability as in the previous EVS results (Six Seconds, 2013, November). Personal communication with Alex Russell, EQ Network program manager at Six Seconds, indicated that trust was a much bigger factor in the lower scores in the second test administration (January 2, 2014).



**Figure 4-9 Post-EVS Critical Questions**



In figure 4-9, the three questions from the EVS climate survey with the most positive responses (blue/darker) and the three questions with the lowest responses (grey/lighter) are shown.

(Used by permission, Six Seconds, Education Vital Signs, December 2013, p. 14)

In responding to these results in their journals, all five teachers indicated a major disappointment in the drop and a genuine sense of surprise at the intensity of the decline. Consequently, all five teachers also specified that they did not believe the results were indicative of the school climate.

“I have a hard time believing this is a true representation of how they really feel. The kids as a whole don’t seem unhappy or stressed, etc. They appear happy and comfortable here. I think some of the students used the survey to attack you and/or us because they are unhappy with some of the rules they are being asked to follow.” (T1)

Another teacher responded to the lower post-test results from a different angle, but articulated some of the same concerns.

“I think there are a lot of factors that influence the outcomes of the climate survey. Way too many variables to control. Also, teachers and students do not have the same view of school climate. Teachers are worried about students learning in a safe environment, while students are concerned about who they will sit by and what is for lunch. If a kid does not get their way on a particular day, they may score lower on the climate survey. I think the important thing to remember is we make decisions based on the best interest of the students. We are doing the right thing and have a great team.” (T4)

Finally, Figure 4-10 contrasts the staff perception and the student perception of school climate based on the results of the EVS taken at the end of the research. When compared with Figure 4-4, this graph shows that the scores not only went down at least slightly in all areas, but the gap between teacher/staff perception and student perception increased. According to the EVS Report (Six Seconds, 2013, September & November), “Gaps may indicate a need for

communication” (p. 16). Students continued to indicate that integrity was the strongest aspect while accountability, trust, and involvement were all low. Teacher/staff continued to view integrity and safety as strengths and motivation as a need for attention. Teacher research participants reflected on the results and unsettled feelings in their journals. One noted, “I was shocked when I saw these results. I do not feel that school climate has gone down as this survey indicates. Unfortunately, there are many outside forces within school communities that play a HUGE part in the climate.” (T2)

**Figure 4-10 Post-EVS Perception by Role**

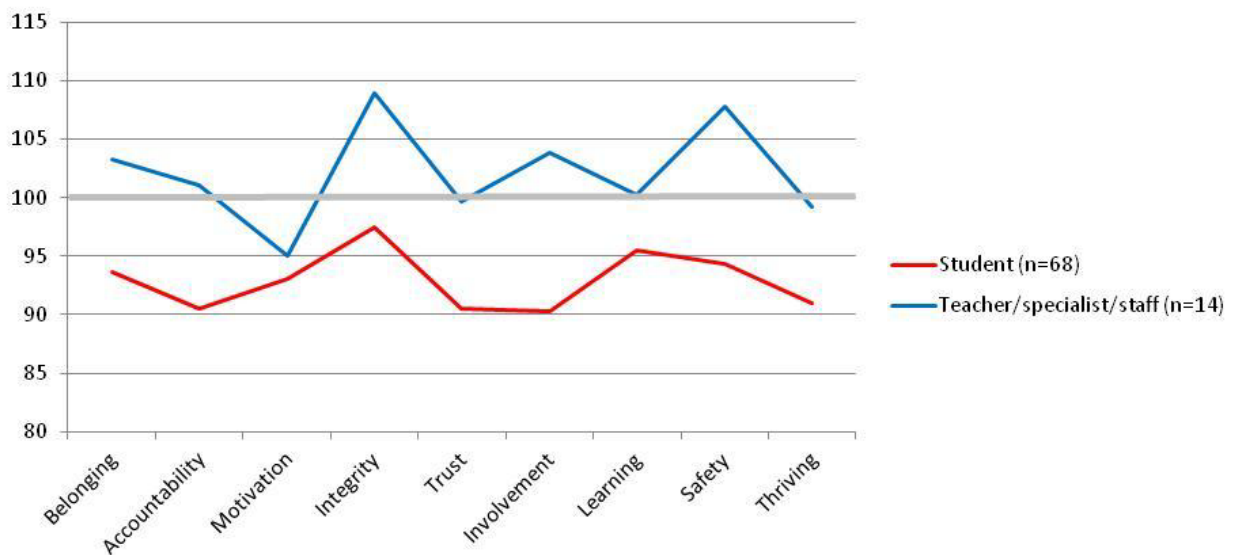


Figure 4-10 contrasts the staff perception and the student perception of school climate based on the results of the EVS that was taken at the conclusion of the research. The teacher perception is indicated by the top line (blue) and the student perception is reflected by the bottom line (red).

(Used by permission, Six Seconds, Education Vital Signs, November 2013, p. 17)

The fifth and final focus in the research flowchart (Figure 4-1) is labeled Impact of Teacher EI on Perceived School Climate. Although each element of the research diagram is foundational and necessary for understanding, this is the most critical component of the research diagram because it brings into focus the real nature of the research question. As indicated in the diagram (see Figure 4-1), this section is the point of intersection of the two focus areas, teacher EI and school climate. The preliminary findings are described in Table 4-10 of this chapter and the narrative, but additional information related to this category will be addressed in Chapter 5. Drawing on information from teacher journals and interviews, five sub-categories emerged in impact of teacher EI on school climate, including awareness, application, benefits, factors that prevent progress, and role change. Journal entries became more detailed and post-interview question responses grew more descriptive as teachers learned more about school climate and EI, as evidenced by the clips from the journal and interview transcripts.

**Table 4-10 Impact of Teacher EI on School Climate**

Category	Sub-categories and patterns/themes	Evidence
<p><b>Impact of teacher EI on school climate:</b> In reading and reviewing the data multiple times, the sub-categories of awareness, applications, benefits, factors that prevent progress, and role changes emerged.</p>	<p><b>Awareness:</b> All five teachers indicated that awareness of their own EI and awareness of how it influenced school climate was the biggest change in actually affecting the school climate.</p>	<p>For me the word is awareness. I feel that I have a lot more awareness. I understood the basics, but I didn't really understand how it plays into my class and what I am doing. (T2)</p> <p>Continued discussion and awareness was really good. Anytime we can get together and talk it helps through the tougher times. (T1)</p> <p>I couldn't tell if she thought I was making fun of her. This is where EQ can be helpful. I can look at how she took what I said. For me, I more consciously recognize how I respond and how that impacts everyone else. (T5)</p>

		<p>For me being aware of my own emotions as well as my students is an area that I am trying to improve on. I am more attentive to the sensitive students. (T4)</p>
	<p><b>Applications:</b> Although all five teachers approached the application of their own EI differently, all five noted that applying what they learned was paying off in terms of their perception of school climate.</p>	<p>Well that 9<sup>th</sup> hour situation ... the idea you gave me takes emotion out ... breaks the pattern of behavior and my reaction. I don't have to get into it one-on-one or get frustrated. (T1)</p> <p>I really like the Six Second pause. I will continue to use that in my classroom and in my personal life. Through using different EQ-in-Action techniques I can see that students understand their role and the type of environment they help create. (T5)</p>
	<p><b>Benefits:</b> All five teachers indicated benefits of EI understanding. The most often-noted benefit was responding more appropriately to prevent a situation from escalating. All of the teachers shared that this was a benefit at school. Four of the five also indicated that this had been a benefit in their personal life outside the school setting.</p>	<p>It can help me learn to deal with students who are "looking for a fight." I can better figure out why and then how to respond. (T4)</p> <p>My daughter will reap the benefits if I enhance my understanding and application or EQ. (T3)</p> <p>Instead of having knee-jerk reactions, I am trying to stop and give myself time to think about an appropriate response/action before reacting. This has helped me to consider other options. It has definitely helped me to be a better teacher and a better person. (T5)</p>
	<p><b>Factors that prevent progress:</b> Across the board, teachers emphatically shared that outside forces make it challenging to positively affect the school climate, even with</p>	<p>What we do is important, but outside forces—parents, what kids hear at home—has a bigger impact than I ever thought. I was surprised how much this impacts school climate. (T2)</p> <p>The fact that we cannot control the</p>

	<p>an increase in awareness and understanding of EQ. Three of the five teachers also shared that time is a concern, which may affect how EI influences the school climate because so many other demands are placed on teachers during the day.</p>	<p>outside influence ... some people are going to be negative. We must make the choices we know are right and live with that. (T1)</p> <p>I am going to keep doing this (EQ-in-Action), but time is an issue. (T5)</p> <p>I have to pick one area ... something little to work on. I need to make it doable rather than adding one more thing to my plate. (T3)</p>
	<p><b>Role change:</b> All five teachers indicated that improving or enhancing understanding of EI has changed how they perceive their role in the school climate with regard to one or more of the four dimensions of school climate.</p>	<p>I need to believe I can impact these areas as opposed to feeling like what I think is insignificant. I have an impact and I need to use the time I have with students. (T1)</p> <p>I believe my emotional intelligence has made the school climate more positive. Teachers play a significant role in all four areas. Watching how EI truly does alter the classroom climate has been eye-opening. (T2)</p> <p>I am learning to “tear down that wall” as soon as possible so kids feel comfortable in my classroom. (T4)</p> <p>I want to be confident, organized, and knowledgeable. How I see myself and my role impacts what happens in my classroom. (T3)</p> <p>I can see I play an important role in safety, relationships and teaching and learning. I feel that my awareness of my role has changed in that I am MORE aware of the choices I am making in how I respond to students and situations. (T5)</p>

Although there were five sub-categories for coding in this final section of the research flowchart, the term *awareness* reoccurred consistently across all facets of the data in regard to teacher EI and the perception of school climate as well as an awareness of how these factors affect each other. The frequent use of the term *awareness* may have been largely due to the fact that only two of the five were not familiar with the term *emotional intelligence* prior to the research, and all five teachers indicated that they had never had any formal education related to school climate or emotional intelligence. This awareness coincides with data indicating that all five teachers maintained or increased their EI from the beginning of the research. Even more noteworthy was that all five teachers had at least one pursuit or competency that showed a substantial gain of more than 10 points (Six Seconds, 2013e). With the intersection of EI and school climate at the forefront, the researcher struggled to make sense of the significant drop in school climate according to the EVS data in conjunction with the knowledge of the previously mentioned growth in teacher SEI. The researcher continued to analyze, review, and reflect on the interview and transcript data for interesting or insightful findings. Although noted in the sub-category, factors that prevent progress, the phrase “outside forces” or “outside influences” became more glaring and references more ardent. Upon further review, the researcher noted that phrase was used only twice in data related to the pre-research information. The term was used 22 times in the remaining portion of the research. One teacher shared, “Trying to be positive, or consistent. This helps the school climate. Of course, things come from the outside. This is the biggest downside ... all those outside forces that you can’t do anything about ... how little control we have over these things” (T5). One possible interpretation was provided by Dr. Susan Stillman, Director of Education Six Seconds, The EQ Network, who said, “Perhaps the outside

context was stronger than the teachers' positive changes" (personal communication, January 2, 2014).

## **Summary**

This chapter provides a brief overview of researcher's data analysis approach, information regarding participants in the research study, and a lengthy, more detailed description of the procedures used to analyze specific data sources. This chapter also includes data findings relative to the research questions as framed by the Six Seconds EQ Model (Freedman, 2010) and the Four Dimension of School Climate (Cohen, McCabe, Michelli, & Pickeral, 2009). The data are presented in a variety of formats to reflect the patterns and themes that emerged across the data sources. Chapter 5 will explore the conclusions and implications of this study; more specifically, the next chapter will include addressing the overarching research questions and implications for practice and further research or study.



## **Chapter 5 - Conclusions and Implications**

### **Introduction**

This study explored teachers' emotional intelligence and its perceived impact on school climate. Based on extensive data from interviews and journals as well as results of pre- and post-assessments examining teacher EI and school climate, five themes or patterns emerged that addressed the overarching research question. In this chapter, these themes as described in focus five of Chapter 4 (see Table 4-10) provide the groundwork for discussion of the overarching research question. Since articulation of responses to the sub-questions are addressed in the tables in Chapter 4, the researcher has not rehashed those discoveries in Chapter 5; instead, the focus is on deep, rich narrative that capitalizes on the personal, very real evidence provided by the research participants and the resulting conclusions. In addition, this chapter presents the significance of the study and implications for practice and further research or study.

### **Discussion of the Research Question**

#### **How does a teacher's emotional intelligence affect the perception of school climate?**

This study found that awareness was a critical component of teacher emotional intelligence and the perception of school climate. Teachers recognized that being more aware was the initial step in making the changes needed in their own classrooms and the school as a whole. As the researcher reflectively mulled over the data, the intensity of this awareness became even more vivid and integral to the big question.

“The main thing is that I just realized once you become more aware ... well, being aware changed things. Becoming aware of my own (EI) and watching

how it does alter the climate within my classroom and the school has been eye-opening.” (T2)

“Even when I did not notice any obvious changes in school climate, there was a sense of awareness though ... I was more aware.” (T3)

“With the awareness thing ... when a situation arises ... I think about it and I try to handle it in a better manner.” (T4)

Capturing the essence of awareness is not easy, and truly measuring awareness is even more difficult, but as teachers self-disclosed in their journals, awareness was a clear and critical first step in their own EI and its perceived impact on school climate. Awareness prompted an application of skills and knowledge related to EI and school climate.

The need for application of skills and knowledge was affirmed in this research study. This application phase involved taking teacher awareness to the next level. Because none of the teachers who participated in this research acknowledged having formal education in EI or school climate, this was a challenge, but all quickly noted the tie between applying Six Seconds Model, and the EQ-in-Action training and the school climate. One technique that teachers learned to apply was the Six Second Pause (Freedman, 2007& Six Seconds, 2011c), the purpose of which is “to slow down your reaction and let the emotional energy relax a moment” (Six Seconds, 2011c, p. 5). Teachers also learned to “get off the anger train” to prevent escalating challenging situations (Freedman, 2011). The true test of impact is to move beyond awareness to application. One teacher described a fitting scenario:

I used the Six Second Pause this week was with “Andrea” during social studies. She is missing like 4 assignments in my class and every single study hall I have to tell her about 5 times every day to put her doodling up and work on the assignment for the day. The first thing she does when she comes into my room is

pull out a spiral notebook of paper and start drawing or writing poems in it. So I handed out the test review and students started working on it. As I was walking around the room I noticed she was drawing, so I quietly told her to work on her SS. This happened again, then on a third time of walking by and seeing she had her spiral notebook back out and drawing I wanted to pull the notebook out of her hands, take it to my desk and then send her into the hall with only her book and review. Instead, I just kept on walking around and did the 6 second pause, I came back to her and again, quietly asked her to put her notebook under her desk and get her review out. Then I just stayed there with her until she got really going on the assignment. I'm sure this saved her some embarrassment, and I think it possibly kept her from doing the same thing over and over again. I also hope it showed her that I do care, and I don't want to just nag at her all the time, but that I want to help her be successful. (T2)

Although the EVS, the assessment used to measure school climate, indicated that the overall perception of school climate at the research school had digressed, this study supported the benefits of EI on school climate on a level that could not be measured by a test. Teachers lived the benefits and witnessed firsthand the impact that their EI was having on themselves and students. These kinds of benefits cannot be quantified because they are felt and experienced. Teachers described the benefits in their journals and interview transcripts. One in particular recognized the powerful benefits that were missed because EQ efforts were overlooked as well as the personal benefit of reflection and action to bring about positive change.

Recently I was handing back papers to “John”... the 2<sup>nd</sup> one he smashed it on his desk and put his head down. I wasn't sure how upset he was. By the time I passed out another paper he lost it—he cried—I wished I would have held that paper and talked to him privately. I called you (the principal). I wanted to help him save face ... me talking to him after the breakdown was not helping. It was making it worse.

Two weeks later, the same teacher wrote:

I see now that I am constantly improving. I feel most improved in empathy. I try to look at scenarios from the student's perspective ... this builds long-lasting relationships with them. (T4)

Unfortunately, the research also confirmed that some factors prevent progress in teacher EI and its perceived impact on school climate. Outside influences or outside forces and time were cited by teachers as the most challenging. In their journals and interviews, all five teachers referenced these two factors and possible explanations for the drastic drop in the school climate as noted by the post-EVS results. The encouraging discovery comes in how teachers chose to acknowledge these factors by enlisting the competencies of the Six Seconds EQ Model (See Appendix A). The Six Seconds competency is listed in bold print in brackets following excerpts from teacher journals or interview transcripts. The conclusions and interpretations of the competencies were verified with research participants and peer debriefers.

When times are busy, it is hard for me to attend to these things, but with responsibility comes choices. And we are in control of our choices. (T4)

**[Consequential Thinking, Engage Intrinsic Motivation]**

I feel if we had more time and could work together as a group on how to respond and react ... those negative forces did a number on the research, but I really do believe there have been improvements in our school climate especially things I see in my classroom. (T5) **[Recognize Patterns, Exercise Optimism, Increase Empathy]**

We have many things working against us from the outside this year, but I know we will come out stronger. (T1) **[Exercise Optimism]**

The outside influences can definitely contaminate what is going on inside. We cannot stop or change the negativity that kids see at their house. We cannot fix that. We need to continue doing what is right and in the best interest of our students. (T5) [**Exercise Optimism, Noble Goal**]

The outside stuff has been shocking ... pretty heavy. But it has been both negative and positive. In some ways it has drawn us together in a kind of a protection thing. (T3) [**Navigate Emotions, Engage Intrinsic Motivation, Exercise Optimism**]

There are so many outside forces ... I think we continue to show students we are positive and don't let the negativity change our mission. (T2) [**Exercise Optimism, Pursue Noble Goal**]

Finally, the teachers' role change emerged as a means of understanding and answering the research question. Prior to the research, teachers involved in this case study primarily viewed EI as recognizing their own emotion, expressing emotions, and regulating emotions. (See Table 4-3). In addition, these teachers often described emotions as good or bad. Happiness, joy, and excitement were most frequently identified as good, whereas anger and frustration were labeled bad. In terms of school climate, the research participants' views were focused on positive influences, negative influences, and their role as primarily being positive (see Table 4-4). A deeper, much broader sense of both EI and school climate became apparent to teacher participants during the research process, as noted in awareness, application, and benefits. These changes, which took shape cognitively in reflections/discussion and observably in day-to-day reactions and interactions, affected teacher perceptions of their roles.

Gaining the knowledge of emotional intelligence has helped me reflect on the decisions that I make on a daily basis and improve on those reactions in a way

that will have a positive impact on students. It is not always easy, as teachers, frustration is a constant battle. We want what is best for kids, so we have to portray that in a positive way in which the student will respond in a desired manner. Emotional intelligence to me is that constant reflection to become a better teacher, coach, and person in general. (T4)

I have learned how important patience is when dealing with students. I have learned to step back for a few moments to assess each incident before jumping to conclusions or jumping on a student's case. I think the biggest adjustment (challenge) I want to make in my classroom is to ask students and staff members how I can help them when they seem to be struggling emotionally. As I mentioned before I am very good at identifying emotions. So I usually know when a student or co-worker is struggling emotionally, but in the past I avoid the issue (OK, run away from it because it's more comfortable for me) or act like there is nothing going on. I want to really make an effort to be more comforting to others and be a more sympathetic person. I want to be more open to others emotions, not just be able to identify how they are feeling and shy away from it when things are unpleasant. This just needs to become a habit, and there are times I need to step out of the comfort zone. (T2)

Seeing their role differently in school climate stemmed from using the Six Seconds EQ Model and EQ-in-Action training to improve and enhance EI. Even in the short duration of this study, every teacher made some improvements based on the SEI Comparison Group Report (2013e). Freedman (2007) describes this role change when he references emotions, explaining, "We can ignore them or use them. Emotions affect our decision making, they affect how we engage and influence others, and they affect our own energy. In turn this changes how we are and what we accomplish as a leader and as a person" (p. 24).

The intersection of school climate and EI as it relates to the overarching research question

was summed up very simply and practically by one teacher: “Emotional intelligence is a bigger picture than what I originally imagined ... I always worried about my own emotions ... it is broader ... picking up on [students’] cues, learning not to be so self-centered ... it may not be what you have done. It may be the five things that happened earlier in the day. I can steer kids in a positive direction ... I need to realize I have more of an impact on school climate.” (T1)

### **Significance of the Study**

This case study provided insight into the lives of teachers on the front lines with regard to EI and school climate. The purpose was not to make generalizations, but rather to increase understanding. The study explored teacher understanding of EI and its perceived impact on school climate by taking teachers in their current state, offering some Six Seconds EQ Model interventions, and EQ-in-Action training and then revisiting their perceptions. The significance of the study is reflected in the qualitative evidence, which indicates that teachers need greater understanding and more education in the area of EI. This has the potential to affect the entire school in that, “How educators and students feel, and how they utilize and respond to their feelings influences the school environment in ways that support learning and development” (Brackett, Rivers, Salovey, 2011, p. 99).

First, teachers need ways to help themselves. The daily struggles and challenges of the job are everywhere. Palmer (1998) describes teaching as “a daily exercise in vulnerability” (p. 17). Policies and procedures that must be adhered to and recent incidents in the news related to school shootings or bullying add to the struggle. Using a model such as Six Second EQ Model (Freedman, 2007 & 2010; Six Seconds, 2011c, 2013b) can help teachers make adjustments to better support their own state of mind. Teachers in this study witnessed this first-hand as they became more aware of their emotions and the emotions of others, reduced their stress, and

discovered ways of dealing with frustration. This study supports the acknowledgment by many of the positive, productive influence emotional intelligence has on people and the environments in which they live and work (Bar-On, 1997a & 1997b; Cherniss & Goleman, 2001; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Goleman, 1995; Freedman, 2007; Mayer & Salovey, 1993; Mayer, Salovey, & Caruso, 2004).

Secondly, this study is significant because teachers influence the lives of students. People have little difficulty recalling a teacher who had a positive impact, and recalling a not-so-positive experience with a teacher is equally easy. Teachers affect student behavior and emotional engagement in the classroom (Skinner & Belmont, 1993). Even in just a couple of months, one teacher research participant noted, “I have a few students who I know have benefited from this research, even though they may not have a clue right now” (T1). Teachers have a responsibility to meet the needs of their students. “In times of budget cuts, intense societal pressures on youth, and national testing standards, the strain on educational funds to fulfill the diverse needs of our children is becoming increasingly apparent” (Freedman & Jensen, 2007, p. 4), and this study begins to show the importance that EI can have for students and the school climate.

Finally, teachers need to be better educated in emotional intelligence and better prepared to attend to the various components of school climate. Results of the post EVS (Six Seconds, 2013, November), which indicated a significant decrease in the perception of school climate, were not what the researcher had hoped to see, but seeing this tremendous drop even with teachers making growth in EI is more evidence that school climate and EI are vital issues that need to be addressed with more fidelity and consistency. Teachers in this study ranged in years of experience from 5 to 25 and had never had any training on EI or school climate. With just a



couple of months of brief exposure and education, one teacher noted, “Thank you for letting me be a part of this study. It has really been beneficial and eye-opening. I honestly mean it when I say I have seen a change in my own teaching and the climate of my classroom” (T2).

The significance of this qualitative research cannot be measured in numbers or statistics. In fact, even when the numbers in the EVS seemed to contradict what teachers described, they further supported the gap between emotional intelligence, teachers, and school climate. The significance of this research boils down to significance for real people, real teachers, and the need to support the best possible educational system and learning environment by further engaging in the study of EI and how it can intersect and overlap school climate.

## **Implications for Practice and Further Research**

### ***Recommendation 1: Practice***

The researcher aims to continue the work started with the team of teachers who participated in this research. A bond of understanding and support has developed. The goal of the participants and the researcher is to continue to meet at least once a month formally or informally to share, learn from each other, and debrief emotional situations. The research participants have also asked to continue to learn more about EI to support a bigger and more positive impact on the school climate. As teachers develop their own EI, schoolwide initiatives to implement social emotional learning programs with students will be explored.

### ***Recommendation 2: Practice***

As the researcher worked with teachers in the study, there was a consistent plea for more time to talk with peers about struggles, challenges, and joys related to their daily experiences with their own EI. Utilizing the Six Seconds EQ Model or EQ-in-Action training to develop a year-long series of professional development combined with time for teacher reflection would be

ideal for other schools. With the current demands on time, this would need to be an umbrella for attending to and dealing with many of the other issues that need to be addressed. In other words, the ideal would be using EQ-in-Action training to be proactive in minimizing other time-consuming challenges that monopolize teacher professional development and/or teacher team meetings. Teachers or administrators can be trained in the Six Seconds EQ Model to work with staff, which reduces cost and makes training and application more practical and sustainable. The education of teachers with regard to EI must be done during district professional development time to be both valuable and effective and demonstrate district support. It must be an ongoing process.

### ***Recommendation 3: Further Research***

There is so much more research to be done in regard to the topic of teacher EI and school climate. In this research, one prominent issue was outside forces. Completing a similar case study that incorporates input from external variables such as parents and community members in exploring school climate would be beneficial. Attending to feedback or insights from these sources has potential to clarify how schools and/or teachers can address the concern of outside forces.

### ***Recommendation 4: Further Research***

Another possible suggestion for future research would be to complete a similar case study, but instead of using assessments to survey perception of school climate, use multiple focus groups representing the various factions of the school. The rich descriptive data that comes from personal interactions and communications would likely bring a completely different level of understanding to results.

### ***Recommendation 5: Further Research***

Time constraints and other demands were an issue for the current study. Future research that included lengthening the time that teachers were engaged in EQ-in-Action training could be advantageous. A longer time frame for the research would allow more in-depth educational opportunities for teachers and a longer period of time for teachers to actively apply their EI skills. The extended time could also increase the likelihood that a more extensive growth in both teacher EI and school climate could be observed.

## **Chapter 6 - Reflections of the Researcher**

Reflecting upon the research was a much more difficult task than the researcher imagined. The journey was painful and joyful, tumultuous and reassuring. In reflection, it was an adventure filled with some anticipated twists and turns, some unexpected gut-wrenching drops, and a slew of memories to fuel the future. The researcher discovered that being immersed in the research at her own school made everything more intense. In this chapter, the researcher steps outside the third person to discuss the reflections that are very personal and emotional. In her first-person voice, she reflects on the research process, the critical situations affecting the research, personal growth as an administrator, and the powerful truths for teachers with regard to EI and school climate. The chapter concludes with affirmations and discoveries that reiterate why EI matters.

### **The Process**

As I reflected on this study and the various steps of moving from a tiny idea to a detailed plan for gaining understanding of teacher EI and its perceived impact on school climate, I learned about time and timeliness. The beginning of the school year was fresh and exciting for everyone. It was a wonderful time to introduce teachers to new concepts such as EI and renew or refresh their understanding of terms like school climate that are frequently used but not always understood. The beginning of the school year was also a bit overwhelming, however, because teachers have lessons to prepare, classrooms to ready, new policies or procedures to learn, back-to-school meetings to attend and conduct, and new students to figure out. I discovered that although teachers wanted desperately to be intimately engaged in the research by practicing EI competencies, journaling their thoughts and ideas, and discussing with their co-workers, this was challenging. Adding additional hours, figuratively or literally, to the school day was not a

reasonable option. Grandiose ideas of hours and hours of teachers talking, sharing, and learning together were reduced to squeezing EI instruction and education in as time permitted or teachers sacrificing sleep or family time to come in early or stay late. Honestly, this frustrated me, but a couple of weeks into the research I had an epiphany. “Not enough time and too much to do” is the reality of most teachers and schools. I was actually blessed to be doing research in the most unpretentious setting possible. It was complete with the struggles that real teachers face daily. The experiences, good and bad, that influenced the research data were as genuine to the participants as they were to me. Limited or perhaps inadequate time for the work of the research added credence to the premise that our teachers have more and more demands placed on them. Another element of time that became a factor was the length of the research. Although three to four months can seem like an eternity when a teacher is waiting for winter break or the first snow day, it was in my estimation clearly not enough time to make the big impact that I had hoped. Each teacher participant saw growth in one or more aspects of their EI, but growth was primarily in their personal awareness with the beginnings of application. Seeing results in the perception of school climate as a whole may have been more difficult when research participants were trying to wrap their own minds around EI. On the flipside, subtle growth may also be harder to ascertain because I was enveloped in it every day. I was not just visiting a site and seeing only small glimpses of the big picture with time away to clearly recognize growth. Extending the time boundary to a full school year would certainly be worth considering to more accurately gauge EI growth and its perceived impact on school climate. This additional time also would have provided more opportunities to educate teachers using the Six Seconds EQ Model and more time for collaboration with other teachers. Every teacher shared in one form or another that

learning is most valuable when there is time to “bounce ideas off each other” (T4). In reflection, time became both a friend and foe in the research process.

Timeliness, much like the concept of time in the research process, was a two-edged sword. This research was started at the beginning of an ordinary school year. As described in more detail in the next section of this chapter, things soon went very wrong. As the researcher, I could not help but question the validity or sensibility of exploring the topic of school climate when parental attitudes seemed negative and student behaviors were following suit. This unrest was affecting the students, and the teachers involved did not need an EVS survey to discover this. On the other hand, the timeliness of the research process was perfect. Training teachers in emotional intelligence and helping them apply the concept was much more powerful and purposeful in light of the challenges. The participants in this research process demonstrated knowledge, understanding, and application of EI skills in the midst of turmoil and stress. The post- EVS was disheartening for me. Actually, the results hurt; however, the EVS provided the backdrop for a question that had prompted much discussion among the teacher participants and me. How much worse might the EVS results have been in light of the difficult situations of the school year if teachers had not been active in the EI research? Upon reflection, the timeliness of the research provided an ideal test for me and the teachers involved to utilize our EI competencies, not just talk about them.

### **Critical Situations**

Other than balancing the time demands, challenges or critical situations were the furthest thing from my mind. Things going wrong, as referenced above, were not on the radar. The site selection and participant selection for the research seemed ideal; in fact, the teachers at my school were more than willing, if not eager, to participate in the research, and the already warm

school climate seemed destined to improve. Initial discussions with teachers were filled with excitement and curiosity. This research on EI and school climate had all the makings of an easy win-win for the school and my dissertation. Teachers completed the first administration of the SEI, and plans were in place for a great school year. The halls and classrooms were bustling with the usual excitement. I met with teachers and completed the pre-research interviews. Then, the day before the pre-EVS, the first of many incidents occurred that challenged every ounce of my being. The situation created challenges for the teacher participants, and the research was bound to be affected. Handbook policies were enforced and students were disgruntled. With only one day of dismay, however, the pre-EVS still seemed to reflect a stronger-than-average school climate. Then the real challenges began. I never in my wildest dreams imagined that enforcing our dress code related to excessively tight-fitting clothing could create such a concern. A few parents joined forces to support what their children wanted rather than the Board of Education approved school policies. Routine expectations to adhere to handbook guidelines or other policies were questioned by students and parents. All-school assemblies to clarify expectations were futile and some parents challenged the administration and wanted the current dress code policy rescinded. Within a week or two, the dress code issue morphed into other complaints. Divisive factions created tension outside the school, and students brought these attitudes to school. Even with my almost 30 years in education, I was not prepared for the unkindness, the hurt, and the negativity and I had even less of an inkling that the whole situation would only get worse. The district hired an attorney on my behalf. What once appeared a very positive, friendly school seemed to have pockets of negativity. Much time that might have been better spent diligently training and working with teachers was devoured by my need to keep a few big fires at bay. Even though teachers in the research could feel and sense the tension and

stress, I maintained my professionalism, and teachers had limited knowledge of how bad it really was for me. The post-EVS survey was the ugly reality check when school climate scores plummeted. Disappointment would have won had it not been for a small group of teacher participants. Margaret Mead said, “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” She could have been talking about the five teachers who were active participants in the research. They did not abandon ship or give up on improving their own EI or the school climate. My teachers used this trial as a challenge to dig deeper and learn more. Despite the challenges, each week as the teachers in the research met, the conversations were safe and comfortable and teachers pushed themselves and each other to grow. We laughed. We shared. And, yes, there were even tears. This challenge that continued to cast a shadow on our school was merely another opportunity to put EI to the test of positively affecting our students and our school climate. An outside researcher would not have been as personally and powerfully affected by these events. This was my school, and these were my teachers. These challenges became a part of the research as they touched my life and influenced every teacher who participated in the research.

### **Personal Growth**

Clearly the challenges, whether hurtful emails, angry finger-pointing phone calls, or “I hate our principal” comments, stoked my personal growth. It was either get up or give up. My own EI was tested as I attended to students pushing the line and parents undermining the school and school policy and attacking my personal integrity. I found myself relying on many of the competencies in the Six Seconds Model as a resource, not just as a research topic. Most notably, I worked diligently to Navigate Emotions, which ranged from deep heartfelt hurt to frustration and disappointment. I had to Engage Intrinsic Motivation to keep moving forward with teaching



my teachers and pursuing the research, even when things appeared pointless. Exercising Optimism became my mantra and was powered by encouragement from my staff and several parents and their children. Increasing Empathy became a daily goal in responding to hate mail, anger, and frustration. Most importantly, I was forced to revisit, review, and then cling to my Noble Goal of making a positive difference in the lives of people. My goal never had been based on circumstances, and I would not start now. In late October in the midst of the research I wrote the following in my personal journal: “I am trusting that these challenges and ordeals (at school) are part of the great and glorious mission of my life.” Intertwined with practicing the competencies in my own life, I was constantly challenged to move from administrator to teacher and co-worker as I worked side-by-side teachers in the research. Their early realities spoken with honesty stung. “I don’t really see myself using what I have learned in EQ” (T3). Equally powerful, however, were the sentiments of truth and support. “I want to help make things better ... to share some of the burden” (T1). The collective discussions with teachers and the times of learning built bonds, yet there were no rose-colored glasses. This research was hard, and some of the data hurt. In hindsight, the challenges and struggles combined with the EI approach prompted extensive personal growth.

### **Truths for Teachers**

My mission for this research was to make it real and sustainable for school leaders and the teachers on the front lines in the small school who do not have oodles of support staff or large expense accounts. The reality of this research was evident. Many teachers do not have the knowledge or understanding about EI or school climate to make conscious choices about how, when, and why. The truths were glaringly clear. Teachers hungered for awareness and application that was practical and made a difference in who they were personally and

professionally. This hunger was only slightly overshadowed by a desire to be in fellowship with each other and share struggles and challenges. These teachers did not want another method or program or policy. Emotional intelligence, when approached using a model like Six Seconds, prompted teachers to draw on what they already knew as they became more aware and alert to their own emotions as well as the emotions of others. The Six Seconds EQ Model allowed teachers to examine themselves and the role that each of them play in the school climate. This was doable, not daunting. Teachers were empowered by their own Noble Goals, not a one-size-fits-all objective. Teachers were challenged to recognize their weaker areas and leverage their strengths in practical, purposeful ways in their classrooms and their lives. I realized very quickly that when I removed my research hat, dismissed my dual role, and returned as the school principal, the learning would not be over. My teachers have been given tools to keep them moving forward in their emotional intelligence growth, but also in the enrichment of our school climate. The bonds that were created as we shared and learned together built a strong foundation. The teachers and I have also realized that one bad test grade or a decline in the school climate assessment “does not define the student or our school climate” (T4).

### **EI Matters: Affirmations and Discoveries**

Through the process, the challenges, the personal growth, and the truths teachers learned, I have realized more than ever that this research regarding EI and school climate is relevant, real, and absolutely necessary. Teachers’ EI does have an impact on the perception of school climate. The data analysis in Chapter 4 and the findings and conclusions in Chapter 5 tell only part of the story. The teacher journals, interviews, SEI, and EVS provide important data, but even then, they cannot truly reveal the intensity or the effectiveness of what is lived by real teachers in a real school with real problems, real hopes, real hurts, and real dreams. Being in the trenches of

the study affirmed my beliefs about relationships and the emotional terrain of the profession that initially prompted the desire for this study. Relationships are a critical component of the educational setting. I have believed this since day one of my teaching career almost 30 years ago, even when others did not. Relationships have the power for good and the power for evil. This was echoed in journals, interviews, and both the SEI and EVS data; more importantly, I observed it and experienced it. In the day-to-day routine of being in the hallways, the teacher workroom, classrooms, and the cafeteria, I witnessed the emotions that are embedded in the school setting. It was inescapable as teachers shared in these discoveries and struggles. I also believed that teachers could improve their EI and notice positive differences. This was confirmed through the data, but also in the “aha” moments that occurred spontaneously and often in the midst of dealing with a challenging student one-on-one. Over and over again, when no one knew I was even watching, I saw veteran teachers making fresh, new choices in how they used their own emotions and how they responded to the emotions of others.

There were also some eye-opening discoveries that vouched for the need for teachers and school administrators to be educated and trained in EI as they attend to what occurs both inside and outside the school walls. Outside forces, a term used by many of the teacher participants, run rampant and are more powerful than I or the teacher participants ever thought possible. The data collected can only minimally reflect how this is experienced and addressed. It is the difference between seeing a tornado on television and actually being upended in the rubble. I also discovered that modeling, not just teaching or talking, by adults for adults was a key to some of the positive changes that were observed. Noting something a couple of times in the data did not do justice to seeing it first-hand. When a teacher participant shared, “I think I am getting better ... having watched you” (T5) in regard to regulating emotions and responding

appropriately, I became more keenly aware of how important this modeling can be. A simple statement like this prompted me to become more cognizant of how adults in the school setting watched each other. We were gatherers sifting through bits of information on what to do or how to react, what works and what does not work with certain students. Teachers and administrators know that modeling is necessary to affect students, but I discovered through watching and listening to what was said and not said that adults watch adults, and what is modeled speaks louder than words. Discovering that teachers did not know how to respond to emotions or sometimes felt uncomfortable was also revealing. Honestly, I had never given credence to not knowing how to respond as the reason that teachers often responded in a manner that escalated the situation. Unveiling this truth made it evident that teachers do want and need to be taught how to attend to the emotions of others. This discovery as much as anything made me certain that EI and school climate research was worth every bit of effort. If teachers could respond more accurately and effectively to student's emotions, chances were good that behavior issues could be minimized or reduced.

There were affirmations and discoveries in the research, but most importantly there were transparent validations. The following excerpts are from a teacher participant's journal. The first entry was written within the first couple of weeks of the study regarding the teacher's reflection of a situation that involved me on the day that I received the most hateful communication I have ever received in my almost 30 years of being an educator. The second entry was penned two and a half months later by the same teacher.

September 2013

Well, actually the most emotionally charged experience I faced last week at school actually involved you on Friday, when you were visibly upset about

something regarding a group of parents. I don't know a lot of information about what actually happened, so I cannot really describe the situation in detail, other than I know you were very hurt and upset about something parents said or possibly emailed you. I know you were upset because it was clear you had been crying. As I've mentioned before, I am not good at responding to people who are sad/upset, it is an area I know I need to work on and I can't wait to start getting tips on how to better address those types of instances. My response, as it usually is, is to avoid the "gossip" or talk about what was going on. Not because I want to pretend nothing happened, or to just push it under the rug, but because I don't want to overstep my boundaries and have people feeling like I'm getting into their "business." In the past I have tried to stay out of those types of situations as much as possible. I felt really bad for you; it hurt me that someone could upset you so badly. I don't know what I could or should have done differently. (T2)

November 2013

EI has a huge impact on my life professionally as well as personally. On my initial SEI, my strengths were understanding and being aware of my emotions and others emotions. My biggest weakness was knowing what to do to help others struggling with the "not fun" emotions. I struggle with showing sympathy towards others or comforting people dealing with issues.

I have learned how important patience is when dealing with students. I have learned to step back for a few moments to assess each incident before jumping to conclusions or jumping on a student's case.

I think the biggest adjustment I want to make in my classroom for the remainder of the year is to ask students and staff members how I can help them when they seem to be struggling emotionally. As I mentioned before I am very good at identifying emotions. So I usually know when a student or co-worker is struggling emotionally, but in the past I avoid the issue (OK, run away from it

because it's more comfortable for me) or act like there is nothing going on. I want to really make an effort to be more comforting to others and be a more sympathetic person. I want to be more open to others emotions, not just be able to identify how they are feeling and shy away from it when things are unpleasant (T2).

### **Final Reflections**

The Six Seconds EQ Model with regard to emotional intelligence was a simple, practical way to engage teachers in improving their EI and influencing school climate little by little. Using this model was not costly or exceedingly time-consuming. It was personal and promoted individual growth. It also strengthened staff relationships and provided common ground for discussing how to best meet the needs of students. Any principal or teacher would attest to the demands of the profession, importance of school climate, and the prevalence of emotions in every aspect of the job. As the researcher and the school principal, I observed how EI prompted teachers to improve personally and professionally. I witnessed teachers become empowered and enlightened, even in the midst of challenges. One teacher reflected, "The experiences this year have been in their own way beneficial toward this study" (T5). Freedman (2007) helped put this reference to some of the challenges in perspective. "When I use the term *climate* think of a weather report" (p. 209). With that in mind, I have chosen to view the post-EVS as a severe but passing storm. The wind took out a few buildings that need to be rebuilt, and lightning damaged a tree that has to be trimmed back. By putting my own EI skills to work, I have chosen to be focused on the moisture that storms bring and the growth that springs from that moisture. Teachers who participated in the research acknowledge this, too. "I really liked the Six Seconds Pause and the EQ techniques. I am going to continue to use them in my classroom and in my

personal life. EQ isn't something that can be touched on and then forgotten. It makes a positive difference.” (T5) I know that the conclusion of the formal research was really just the beginning of something more.

If I had to do it all over again, I would choose this research design in this place I call my school. In this case study on my own turf, I did more than listen to teachers, read journals, and witness emotions on display. I did more than collect and analyze data about emotional intelligence and school climate. I lived these experiences. It was not the research that created the challenges or struggles, but rather the challenges and struggles that authenticated the research. Emotional intelligence does make a difference for teachers, and teachers make a difference in a school and on the school climate.

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## Appendix A - Six Seconds EQ Model



Pursuit	Competency	Definition
<b>Know Yourself</b>	<b>Enhance Emotional Literacy</b>	Accurately identifying and interpreting both simple and compound feelings.
	<b>Recognize Patterns</b>	Acknowledging frequently recurring reactions and behaviors.
<b>Choose Yourself</b>	<b>Apply Consequential Thinking</b>	Evaluating the costs and benefits of your choices
	<b>Navigate Emotions</b>	Assessing, harnessing, and transforming emotions as a strategic resource.
	<b>Engage Intrinsic Motivation</b>	Gaining energy from personal values and commitments vs. being driven by external forces.
	<b>Exercise Optimism</b>	Taking a proactive perspective of hope and possibility.
<b>Give Yourself</b>	<b>Increase Empathy</b>	Recognizing and appropriately responding to others' emotions.
	<b>Pursue Noble Goals</b>	Connecting your daily choices with your overarching sense of purpose.

<http://www.6seconds.org/2010/01/27/the-six-seconds-eq-model/>

## Appendix B - IRB Student Participant Consent Form

August 2013

Dear Parents:

Our school will soon be administering a school climate survey called the *Educational Vital Signs (EVS)* to students and teachers. The purpose of the survey is to gather information regarding student and teacher perception of our school climate. The survey will address the four components of school climate including: safety, relationships, teaching and learning and institutional climate. These components are addressed by exploring factors such as empathy, accountability, respect and trust. In addition, the EVS assesses participants in regard to their perception of learning, loyalty and safety. The study will be conducted with students and teachers in the seventh and eighth grades.

This survey is a good tool for our school staff to better understand our school climate—what we do well and areas that need improvement or attention. The information can help us address school climate improvement.

- 1. It is completely anonymous.** Students/teachers will not be asked for their names on the survey, nor will anyone be able to connect any individual student with his/her responses. School staff will not see any one student's responses, but only summaries of results.
- 2. Participation is entirely voluntary.** Your child may decline to participate in the survey, or may simply skip any particular question they do not wish to answer.
- 3. Participation in the pre and post survey is important.** The initial survey will be held at the beginning of the school year. A follow-up survey will be given in November. A comparative report will provide information on changes that have occurred.

I hope you will allow your child to participate in this school climate survey. If you agree, you need do nothing further. However, if for any reason you do not wish your child to participate, please sign and return this letter by August 20, 2013, and your child will be excused from participation. Thank you in advance for your cooperation.

Sincerely,

Cleion L. Morton, Principal

Mill Creek Valley Middle School/Junior High

Date: \_\_\_\_\_

I do NOT want my child(ren) to participate in the school climate survey.  
Student Name(s) \_\_\_\_\_

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Parent Printed Name

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Parent Signature

## Appendix C - IRB Teacher Participant Consent Form

PROJECT TITLE: Exploring Teacher Emotional Intelligence and the Impact on School Climate

APPROVAL DATE OF PROJECT: May 2013

EXPIRATION DATE OF PROJECT: January 2014

**PRINCIPAL INVESTIGATOR:** Dr. Robert Shoop

**CO-INVESTIGATOR(S):** Cleion L. Morton

CONTACT NAME AND PHONE FOR ANY PROBLEMS/QUESTIONS:

Dr. Robert Shoop 785-532-5533; or Cleion L. Morton 785-456-8178

**IRB CHAIR CONTACT/PHONE INFORMATION:** *(This information is for the subject in case he/she has questions, or needs or wants to discuss any aspect of the research with an official of the university or the IRB)*

1. Rick Scheidt, Chair, Committee on Research Involving Human Subjects, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.
2. Jerry Jaax, Associate Vice President for Research Compliance and University Veterinarian, 203 Fairchild Hall, Kansas State University, Manhattan, KS 66506, (785) 532-3224.

**PURPOSE OF THE RESEARCH:** The purpose of the dissertation study is to explore and to understand how teachers' emotional intelligence impacts school climate. A better understanding of how teachers' emotional intelligence impacts school climate could support a concentrated effort to train and educate teachers in this area to proactively support teaching and learning.

**PROCEDURES OR METHODS TO BE USED:** Teacher participants will participate in an online SEI (Social Emotional Inventory) assessment conducted by Six Seconds. A debriefing with teacher to explain the findings will be provided by the researcher. Participants (teachers) and students will take a voluntary Educational Vital Signs (EVS) survey to establish an understanding of school climate perceptions. The researcher will conduct semi-constructed interviews with participant teachers. The interviews will last about 1–2 hours. Each interview will be audio-taped and complemented with note-taking. The participants will be given an opportunity to review and check the transcripts related to them. Following 6-8 weeks of emotional intelligence training, the SEI assessment and EVS survey will be taken again. Comparative data will be analyzed and studied to gain an understanding of the experience. Teachers will also use journals on a voluntary basis to reflect on their experiences related to emotional intelligence and the school climate.

There will not be any payment involved.

**LENGTH OF STUDY:** Four months

**RISKS OR DISCOMFORTS ANTICIPATED:** No known risks

**BENEFITS ANTICIPATED:** Participating in the research will help teachers become more aware of their own emotional intelligence and gain a clearer perspective on how it impacts school climate. It is anticipated that this understanding and the experience will help teachers be more purposeful with regard to reactions, actions and interactions and ultimately improve school climate for teachers and students.

**EXTENT OF CONFIDENTIALITY:** Individuals and their responses will not be identified or attributed in the records. In transcription of the audio-recording, any references to participant names will be replaced. Tapes will not be duplicated and remain in the possession of the researchers only.

**TERMS OF PARTICIPATION:**

**I understand this project is research, and that my participation is completely voluntary. I also understand that if I decide to participate in this study, I may withdraw my consent at any time, and stop participating at any time without explanation, penalty, or loss of benefits, or academic standing to which I may otherwise be entitled.**

I verify that my signature below indicates that I have read and understand this consent form, and willingly agree to participate in this study under the terms described, and that my signature acknowledges that I have received a signed and dated copy of this consent form.

**Participant Name:** \_\_\_\_\_

**Participant Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Witness to Signature (project staff)** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix D - Interview Protocol

The following protocol includes potential interview questions for classroom teachers who are participating in the research. The questions will be revisited and revised prior to the interview after data from the SEI (Six Seconds Emotional Intelligence Assessment) and EVS (Educational Vital Sign) survey has been reviewed. The questions will then be presented to a focus of group of experienced educators who are not directly connected with the research for further refinement.

- I. Interviewee Codes and Pseudonyms:** \_\_\_\_\_  
**II. Interview Location:** \_\_\_\_\_  
**III. Interview Time: from** \_\_\_\_\_ **to** \_\_\_\_\_

### Section One:

**Interviewer:** This section of the interview is about your educational background and teaching experience.

Name:

Years of teaching experience:

What subjects and/or grade levels have you taught?

Describe your experience in becoming a teacher:

Who or what influenced your decision to become a teacher?

Where did you go to college? Did you start out in education or change majors?

When did you graduate and what is your degree?

Where did you student teach? Briefly describe that experience.

Where was your first teaching job?

What led you to your current position?

What aspects of your job as a teacher are most challenging? What aspects are most rewarding?

### Section Two:

**Interviewer:** Now I want to move to discussing emotional intelligence.

1. Have you heard the term emotional intelligence (EI) before?
  - a. If so, what does it mean to you?
  - b. If not, what do you think it means?
2. Define emotional intelligence as related to my research. (Provide a written copy)
  - a. Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion



and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (Mayer & Salovey, 1997, p. 10)

- b. Emotional Intelligence is a scientifically validated function of the human brain to process and utilize emotional information. (Freedman & Jensen, 2007, p. 6)
3. In exploring Mayer and Salovey's definition, how would you describe your ability to "perceive accurately" the emotions of others?
4. Share an example of when you struggle or find it challenging to perceive or understand what another person might experience emotionally?
5. In exploring Mayer and Salovey's definition, how would you describe your ability to "express emotions?" What emotions are you most comfortable expressing? What emotions are most difficult for you to express? How do you most commonly express your emotions?
6. Share an example the clues you use to interpret or understand their emotions when working or interacting with others?
7. How would you describe your ability to control or regulate your emotions?
8. Does your ability to control or regulate your emotions ever interfere with your teaching or student learning? Explain.

### **Section Three:**

**Interviewer:** Finally, I would like to discuss school climate.

1. What comes to mind when you first hear the term "school climate"?
2. What factors or components do you believe are most important in creating a positive school climate?
3. What factors do you believe influence a school climate negatively?
4. School Climate Research Survey (January 2010) notes that virtually all researchers agree that there are four areas of focus with regard to school climate: (a) safety (b) relationships (c) teaching and learning, and (d) environmental-structural.
  - i. How do believe safety impacts school climate? Is this a factor in your perception of the climate in this school? Explain.

- ii. What role, if any, do you believe relationships play in school climate? Describe your perception of relationships in your current setting?
  - iii. How do you think school climate impacts teaching and learning in your current situation?
  - iv. The environmental-structural encompasses space, materials, size of the school, cleanliness, and physical structure. How would you describe your perception of this component and its level of importance to school climate where you are?
5. How much control or influence do you believe you have on school climate? Which of the four components of school climate (safety, relationships, teaching and learning, or environmental-structural) do you feel can be most directly impacted by you? Explain.
  6. Who or what do you believe is the most influential factor in a school's climate? Why?

**Interviewer:** In conclusion....

1. What, if any, impact do you believe your own emotional intelligence has on the school climate?
2. If you were to enhance your understanding and application of emotional intelligence at school, what benefits (if any) might you anticipate personally or professionally?
3. What would be most helpful for you to learn or better understand in regard to emotional intelligence and/or school climate?

## Appendix E - Interview Protocol for Post-Interview

The following protocol includes potential interview questions for classroom teachers who participated in the research. This post-interview will occur at the conclusion of the research. The questions were presented to a peer debriefing group of experienced educators who are not directly connected with the research for further refinement.

- IV. **Interviewee Codes and Pseudonyms:** \_\_\_\_\_  
V. **Interview Location:** \_\_\_\_\_  
VI. **Interview Time: from** \_\_\_\_\_ **to** \_\_\_\_\_

### Section One: Introduction and review

1. How would you describe your participation in this research? Are there things you would have done differently or that you wish the researcher would have done differently?
2. With regard to this research project, what did you most enjoy? What was the least enjoyable?

### Section Two:

**Interviewer:** Now I want to move to discussing emotional intelligence.

3. How has your understanding of emotional intelligence changed over the last couple of months?
4. The Six Seconds Model focuses on Know Yourself (What—what you know about yourself, what you are doing what you want to change), Choose Yourself (How—how do you take action, how do you influence yourself and others, how do you apply the EQ concepts), and Give Yourself (Why—do you do what you do, why you respond like you do, why you choose to do things differently or in a new direction). What have you learned about yourself in each of these areas? How has it impacted your role as a teacher, how you interact with others or you perception of yourself?
  - a. Know Yourself?
  - b. Choose Yourself?
  - c. Give Yourself?
5. Share a specific example of how awareness or application of EQ or the Six Seconds Model impacted a situation at school.

### Section Three:

**Interviewer:** Finally, I would like to review school climate.

6. Has your awareness or perception of school climate changed during the course of this research? Explain.

7. Over the last couple of months, what factors or components do you believe have been most important in creating a positive school climate? Are there factors that have had a negative impact? Describe your role in this.
8. School Climate Research Survey (January 2010), notes that virtually all researchers agree that there are four areas of focus with regard to school climate: (a) safety (b) relationships (c) teaching and learning, and (d) environmental-structural. What role do you believe you play in each of these areas? Has your role or awareness of your role changed over the last three months?

**Interviewer:** In conclusion....

9. Share some examples of how you have used your EQ knowledge these last few weeks ... or perhaps a time when you wish you would have used EQ knowledge.
10. How would you describe your perception of school climate with regard to teacher EQ? Are they connected? How?
11. How likely are you to continue to apply what you have learned about emotional intelligence and school climate to your role as a teacher? Describe what this might look like.

## Appendix F - Journal Prompts/Questions for Teacher Participants

### Journal #1 August 27, 2013

- What were some of your first reactions to the results of your SEI? What caught your attention and why?
- What are your strengths? What are your challenges? What would you like to improve or change?

### Journal #2 September 11, 2013

- Please take a few minutes to reflect on an emotionally charged experience that you faced at school this week. It might be an especially pleasant experience or perhaps it was challenging. Describe the situation. What were you feeling? How did you respond? How did others involved respond? How were they feeling? How do you know? As you reflect are these things, what you might have done differently?
- At this moment in time how would you describe our school climate? What factors are impacting it? What could you do to positively impact the current climate?

### Journal #3 September 24, 2013

- Describe your understanding of the 6 second pause. Have you used it? If so, when/why and how did it work? If not, why not? Or when should you have used it?
- Reflect on a specific student/adult you have worked with this week ... What do you understand about recognizing patterns? What are some patterns that you find yourself in when dealing with students or co-workers? Reflect on a specific student/adult you have worked with this week ... how you can react differently to "break a pattern?"

### Journal #4 September 28, 2013

The three larger components of the Six Seconds EQ Model include:

1. Know yourself (awareness)
2. Choose yourself (managing thoughts, feelings/actions)
3. Give yourself (connect with others with purpose)

Over the next couple of days pay special attention to a decision or decisions that you have to make at school. When faced with the decision(s), ask yourself the following three questions:

- What am I feeling?
- What options do I have?
- What is the empathic and principled choice?

Write about this decision(s) and your responses to the three questions in your journal. In addition, answer this reflection question.

- How does taking time to ask these questions impact my decision making and the effect the decision has on me and others?

### Journal #5 October 4, 2013

Review the data from the EVS that I provided for you.

- Describe your initial reactions to the survey.
- What questions or concerns (if any) do you have related to the data?
- What areas of our school climate are lowest? What might be "underneath" these concerns? How do these concerns manifest themselves in the classroom or in our building? What suggestions do you have for addressing these areas?
- With regard to our school climate, what are our strengths? How can we capitalize on these? How can we use our strengths to address the challenges?
- Bottom line ... just take time to reflect on the data and what you think we might do collectively to make some positive changes.

### Journal #6 October 29, 2013

EQ isn't really about something I teach you ... it is more about each of us becoming aware of our own emotions, choosing to respond differently within the context of what guides us to do what we do! Here are some questions to think about and reflect upon.

- Are you challenging yourself and others to ask the questions, listen and figure things out? Or do you just get mad, frustrated or some combination?
- Are you exploring different routes to reach your goal and help students reach their goal? Or do you keep doing the same old thing, respond the same old way and wonder why nothing changes?
- Are you helping kids realize that it is not so much about a right answer, but how we get there? Or do you just want them to get it done?
- Are you trying different approaches or are you stuck in a rut or a pattern?
- Are you doing anything to build and/or deepen the trust you have with your co-workers and your students? Or, are you just going through the motions?
- Has anything really changed for you since we started talking about EQ? Or is this just one more thing on your plate?
- Do you really believe that your emotional intelligence makes a difference? Or, is it just another warm fuzzy fluffy thing without purpose?

Take a serious look at yourself...

Are you doing a better job of identifying your emotions and your reactions? (Know Yourself)

Are you shifting from an automatic reaction to more of a careful response? (Choose Yourself)

Are you aligning your choices with a larger sense of purpose/vision? (Give Yourself)

#### ASSIGNMENT:

Think about one little change that you can make daily or hourly that will positively impact how you interact with others. Jot it down and then DO IT for the next three days ... Wed., Thurs. and Fri. Let it be your little secret mission ... kind of a "pay it forward."

Ideas

It might be greeting the kids at the door of the classroom each hour

- or it might be taking five minutes at the end of the class for sharing positive stuff
- or it might be having kids complete a "something I liked about class or something I learned" exit card before the bell rings
- or maybe secretly selecting a handful of kids to notice and encourage during the day
- or maybe emailing five or six or so parents at the end of each day with something positive that their child did

- or maybe writing a note or sending an email to a co-worker thanking them for what they do
- or maybe making your own top 10 things I love about my job and posting it on your desk and reading it a couple times each day
- 

Whatever you do, commit to doing it and take it seriously for the next three days!  
Then ... respond to journal six.

What little change did you make? What kind of a difference did it make for you or those you interact with daily? What kind of difference did you notice in others? How did those impacted respond? How could you "grow this little change"—in other words continuing doing this or build on it—so that it might have an even bigger or more positive impact on you, our students or our school? Did your little change impact your attitude or your emotions? If so how? In general just some thoughts ... how hard was this to do?

#### **Journal # 7 November 18, 2013**

Have you taken seriously the need to evaluate on your own EQ, reflect on your strengths and weaknesses in regard to the initial SEI and then make some adjustments in your classroom and/or in your interactions with students and coworkers? If so, what have you learned, changed or are you working to do differently? If not, why? What has held you back or impeded your desire/interest/ability to attend to EQ and our school climate?

#### **Journal #8 November 25, 2013**

**Don't forget to take the POST SEI starting tomorrow 11/22 through 11/27.**

Emotional Intelligence is not about learning all sorts of new things and then figuring out how to add one more thing to the list of things you are expected to do. Emotional Intelligence is about using what you already know about yourself and people. It is about reflecting and using knowledge you already have inside you. It means thinking about and through decisions as well as reactions/actions before you make them. It is about conscious efforts to be optimistic and engaging intrinsic motivation ... practicing these so they become habit. It is about looking outside yourself and your world to increase your empathy for others. Ultimately it is about being guided by your noble goal—whatever that might be—some might think of it as a life goal or a personal mission statement. It can be as simple as a 6 second pause! :)

#### **Journal 8 A deep thinking question**

##### **Part 1**

In a couple of sentences, how might you describe your noble goal (or personal mission statement or life purpose)? How does this impact the choices, decisions, actions or reactions that you make daily? Or does it? If not, why not? When is it most difficult to get distracted from your "noble goal?" How does your noble goal mesh with your role as a teacher? Or does it?

##### **Part 2**

What role do you believe you play in our school climate? On a scale of 1-10 with 10 being "I make an extraordinary, far-reaching positive impact on the school climate" to 1 being "no one would miss me if I were gone," how would you rate your impact on our school climate? Explain your response. What would it take to get you where you want to be?

#### **Journal #9 December 2, 2013**

**1. Review your Post SEI. Reflect on your results.**

**Complete Journal #9 using the bulleted questions below.**

- What changes did you notice?
- Have you made improvements in areas? If so what? Are they reflected in your score or is it more in your own awareness? Explain.
- Were there any surprises in your post results? Explain.
- Were there any disappointments in your post results? Explain.

- What has been most beneficial for you personally in taking the SEI and reviewing the results?
- What have you learned and how has the information from the SEI (either pre or post) impacted your role as a teacher? Explain. If it has not impacted your role as a teacher, why do you think this is the case? Again, explain, please.

**Journal #10 December 5, 2013**

- What, if any, impact do you believe your own emotional intelligence has had on the school climate in the last three months?
- Share examples of EQ information or strategies that you have learned and/or will continue to develop.
- What additional concerns, questions or needs do you have with regard to emotional intelligence and/or school climate?
- How likely are you to continue to apply what you have learned about Emotional Intelligence and school climate to your role as a teacher? Describe what this might look like.

**Journal # 11 POST EVS Survey Reflections December 10, 2013**

- Take time to reflect on the POST EVS results. What do you think?

**Journal #12 Final Thoughts—prior to January 1, 2014**

- School Climate Research Survey (January 2010) notes that virtually all researchers agree that there are four areas of focus with regard to school climate: (a) safety (b) relationships (c) teaching and learning, and (d) environmental-structural. What role do you believe you play in each of these areas? Has your role or awareness of your role in school climate changed over the last three months?
- Do you think improving your emotional intelligence has made any impact in the perception that other staff or our students have of the school climate in our building? (In other words, based on what you see in your classroom, the interactions with kids, the teaching and learning, etc.? Can you see any changes that may have occurred in our school climate related to YOU making some EQ adjustments? Do you think that additional EQ training/follow-up and/or discussion time for you could have an even greater impact on our school climate?



## Appendix G - SEI Data by Teacher

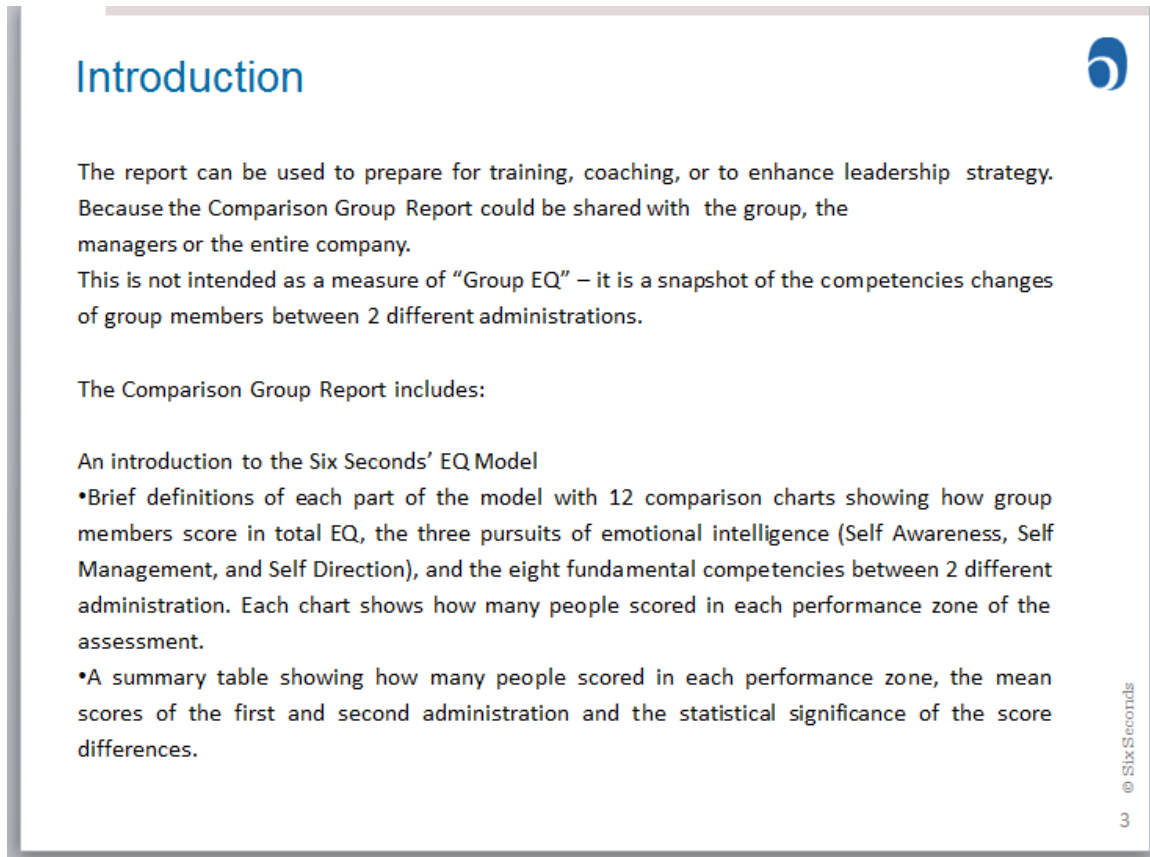
SEI Pre information for teacher participants					Beginning of Aug. 2013							
Teacher	Overall EQ	Know Yourself	Enhance Emotional Literacy	Recognize Patterns	Choose Yourself	Apply Consequential thinking	Navigate Emotions	Engage intrinsic Motivation	Exercise Optimism	Give Yourself	Increase Empathy	Pursue Noble Goals
T1	99	106	106	106	95	111	89	88	101	100	108	97
T2	120	135	141	130	114	116	121	114	101	111	103	119
T3	90	88	89	86	87	96	77	77	94	96	99	93
T4	116	110	115	106	124	131	105	132	138	116	96	150
T5	100	100	119	95	100	106	89	123	101	99	97	103
SEI POST information for teacher participants					End of Nov. 2013							
Teacher	Overall EQ	Know Yourself	Enhance Emotional Literacy	Recognize Patterns	Choose Yourself	Apply Consequential thinking	Navigate Emotions	Engage intrinsic Motivation	Exercise Optimism	Give Yourself	Increase Empathy	Pursue Noble Goals
T1	100	103	98	110	96	99	88	96	101	108	100	119
T2	124	128	123	132	118	121	113	127	109	127	113	144
T3	90	88	89	86	87	96	77	77	94	96	99	93
T4	116	113	128	102	122	126	99	132	150	113	94	150
T5	100	100	111	96	115	111	97	141	125	95	93	97
Comparison (Pre Post)												
Teacher	Overall EQ	Overall EQ	Know Yourself	Know Yourself	Enhance Emotional Literacy	Enhance Emotional Literacy	Recognize Patterns	Recognize Patterns	Choose Yourself	Choose Yourself	Apply Consequential thinking	Apply Consequential thinking
T1	99	100	106	103	106	98	106	110	95	96	111	99
T2	120	124	135	128	141	123	130	132	114	118	116	121
T3	90	90	88	88	89	89	86	86	87	87	96	96
T4	116	116	110	113	115	128	106	102	124	122	131	126
T5	100	100	100	100	119	111	95	96	100	115	106	111
Teacher	Navigate Emotions	Navigate Emotions	Engage Intrinsic Motivation	Engage Intrinsic Motivation	Exercise Optimism	Exercise Optimism	Give Yourself	Give Yourself	Increase Empathy	Increase Empathy	Pursue Noble Goals	Pursue Noble Goals
T1	89	88	88	96	101	101	100	108	108	100	97	119
T2	121	113	114	127	101	109	111	127	103	113	119	144
T3	77	77	77	77	94	94	96	96	99	99	93	93
T4	105	99	132	132	138	150	116	113	96	94	150	150
T5	89	97	123	141	101	125	99	95	97	93	103	97

Data compiled from individual teacher SEI leadership reports.

Used by permission. Six Seconds. (2013d). SEI: Emotional Intelligence Assessment, Leadership Reports (prepared for individual participants). Freedom, CA.

## Appendix H - SEI Comparison Group Report

The SEI Comparison Group Report is a 24 page PowerPoint document. The slide below gives an introduction to the report and outlines the various components of the report. The full report is included as a supplementary document to this dissertation.



### Introduction

The report can be used to prepare for training, coaching, or to enhance leadership strategy. Because the Comparison Group Report could be shared with the group, the managers or the entire company.

This is not intended as a measure of "Group EQ" – it is a snapshot of the competencies changes of group members between 2 different administrations.

The Comparison Group Report includes:

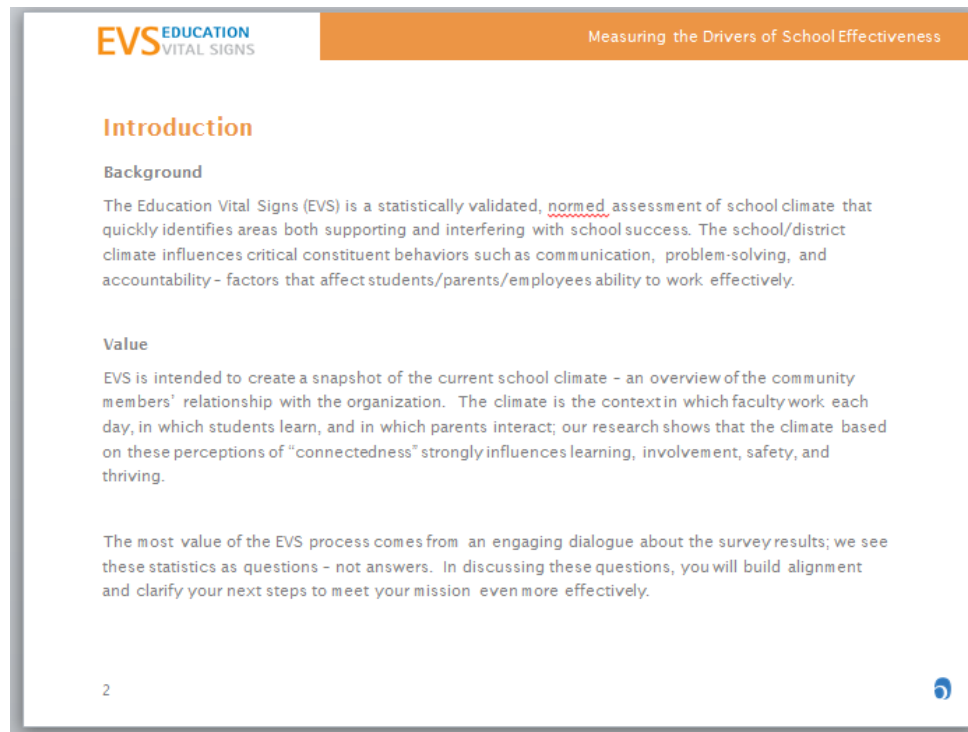
- An introduction to the Six Seconds' EQ Model
- Brief definitions of each part of the model with 12 comparison charts showing how group members score in total EQ, the three pursuits of emotional intelligence (Self Awareness, Self Management, and Self Direction), and the eight fundamental competencies between 2 different administration. Each chart shows how many people scored in each performance zone of the assessment.
- A summary table showing how many people scored in each performance zone, the mean scores of the first and second administration and the statistical significance of the score differences.

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Used by permission. Six Seconds. (2013c). Six Seconds Emotional Intelligence (SEI) Assessment, Comparison Group Report. Freedom, CA.

# Appendix I - Pre EVS Report

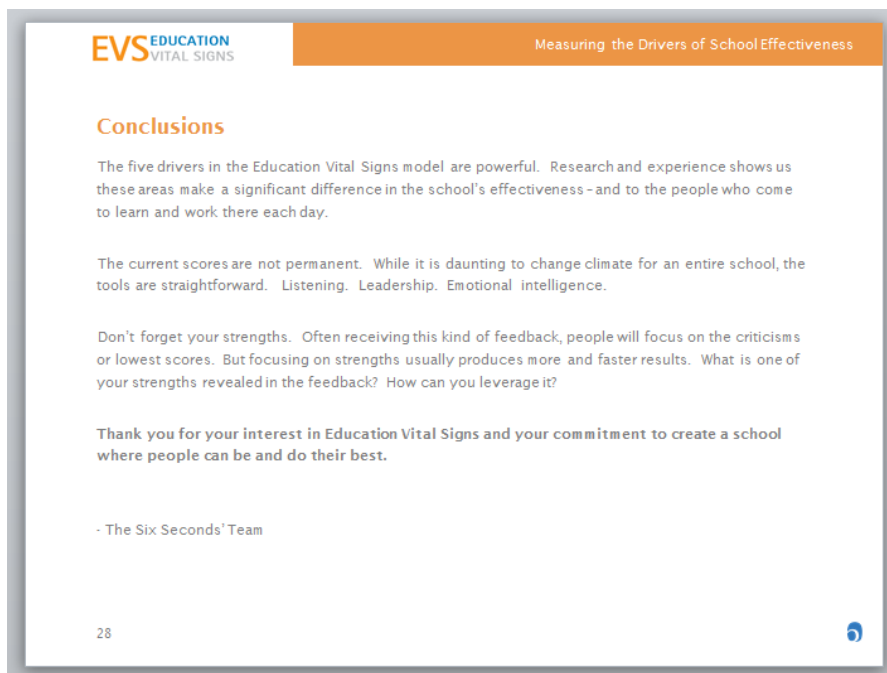
The Pre EVS Report was used to provide a gauge for the perceived school climate at the beginning of the research. The complete 29 page report is included as a supplemental document.



Used by permission. Six Seconds. (2013, September). Education Vital Sign (EVS), Pre Report. Freedom, CA.

# Appendix J - Post EVS Report

The Post EVS Report was used to provide a gauge for the perceived school climate at the conclusion of the research. The complete 29 page report is included as a supplemental document



Used by permission. Six Seconds. (2013, November). Education Vital Sign (EVS), Post Report. Freedom, CA.

## **Appendix K - Research Timeline**

**January 2013–January 2014:** Informal and formal phone, email, and face-to-face meetings with individuals and/or small group of educators not directly involved in the research who serve as peer debriefers for discussion/review of journal prompts, interview questions, EVS custom questions, data interpretation/insights/conclusions for transparency and authenticity of research and results.

**June 4, 6, 11, 13 and July 2, 2014** (10–11:30 A.M. each day) SEI Assessor training online via Skype

**June 10, 2013** SEI debriefing; Skype with Dr. Stillman (Six Seconds)

**June 26–29, 2013** EQ Educator training in Boston, MA

Dr. Susan Stillman, Six Seconds Director of Education

**July 24, 2014** Review plans for SEI teachers assessment and plans for custom questions for the Climate survey with Dr. Stillman and Alex Russell via Skype

**July 29–August 8, 2013** Teacher participants complete the SEI assessment online

**August 1, 2013** Phone conference with Dr. Stillman to review status of teacher SEI assessments and EVS plans

**August 16–August 21, 2013** Interviews with teacher participants

**August 22, 2014** Skype with Dr. Stillman and Alex Russell to review and finalize custom questions for climate survey (EVS)

**August 27–December 10, 2013** Teachers complete online journal responses approximately once a week. Also included with the journal prompts are EQ tips and short activities to use in class or with students

**August 28 and 29, 2013** EVS Survey for students and staff

**August 29, 2013** Introduction to EQ Training for teacher participants (30 minutes)

**September 11, 2013** Teacher EQ training

**September 11, 2013** Journal #2

**September 16, 2013** 9:00 A.M. Receipt of initial Pre-EVS data for review

**September 16, 2013** Skype with Six Seconds; review and discussion of EVS data (1:00–2:15 P.M.)

**September 24, 2013** Journal #3

**September 28, 2013** Journal #4

**October 1, 2013** Teacher EQ participant training (3:30–4:15 P.M.)

**October 4, 2013** Journal #5

**October 14, 2013** Teacher participant EQ training 8:30–11:30 A.M.

**October 17, 2013** Follow-up meeting on EVS data via Skype 10:00–11:00 A.M.

**October 29, 2013** Journal #6

**November 11, 2013** Phone meeting with Six Seconds to look at research progress/discuss questions

**November 18, 2013** Journal #7

**November 19, 2013** Teacher EQ training 7:25–8:05 A.M.

**November 25, 2013** Post-EVS Survey (students and staff)

**November 25, 2013** Journal #8

**November 24–27, 2014** Teachers complete post-SEI assessment

**December 2, 2013** Journal #9

**December 3–Dec, 5, 2013** Teacher individual debriefs and post-research interviews

**December 5, 2013** Journal #10

**December 6, 2013** Receipt of Post-EVS Data and Comparative report for review

**December 10, 2013** Journal #11

**December 11, 2013** 2:30–3:30 P.M. Review of Post-EVS data and comparative report with Six Seconds Personnel

**Prior to January 1, 2014** Journal #12

**January 2, 2014** 11:00A.M.–12:15 P.M. Follow-up meeting with Dr. Stillman and Alex Russell at Six Seconds to review/discuss SEI and EVS data, implications, and conclusions