An Assessment of the Knowledge of and Attitudes toward Emotional Intelligence and

Social and Emotional Learning among Educators

Thesis

Submitted to

The College of Arts & Sciences

UNIVERSITY OF DAYTON

in Partial Fulfillment of the Requirements for

The Degree

Masters of Arts in Psychology

by

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UNIVERSITY OF DAYTON

Dayton, Ohio

2007

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Abstract

An Assessment of the Knowledge of and Attitudes toward Emotional Intelligence and Social and Emotional Learning among Educators

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Emotional Intelligence (EI), as first introduced by Mayer and Salovey (1997), has evolved from an abstract theory of intelligence to applications in everyday life. Formal instruction and development of social and emotional skills is becoming increasingly common across a wide array of fields and industries. Social and emotional learning (SEL) is proving to be academically and personally beneficial when implemented with children in school settings. The purpose of this research was to investigate the potential benefits of SEL as perceived by educators. As proposed by the researcher, social and emotional skill development may offset stressors that contribute to occupational burnout. An Internet-based survey was used to assess administrators and educators in a middle-class suburban school district on their knowledge of EI and SEL as well as their interest in social and emotional skill development. The Oldenburg Burnout Inventory (OLBI) was embedded within the educator survey, allowing for associations to be examined between levels of burnout and interest in social and emotional skill development. The trends that were observed supported expectations that younger educators, with fewer years of service, exhibited greater knowledge of EI and SEL as well as greater interest in social and emotional skill development as a means of alleviating burnout.

Acknowledgments

I would like to extend my sincere gratitude to Dr. Susan T. Davis, my thesis advisor. Thank you for your willingness to take on a thesis project outside of your realm of expertise; and, thank you for providing guidance and unlimited time and support in the creation and completion of this thesis research.

I would also like to express my appreciation to the supportive members of my thesis committee, Dr. Melissa A. Berry Cahoon and Dr. Jack J. Bauer.

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Emotion is complex; for this reason, there is no universally agreed-upon definition of emotion (Ratner, 1989). However, emotion is generally viewed as a spontaneously occurring mental state, an involuntary physical expression resulting from the nervous system (Goertzel, 2004). As the study of emotion is highly complex, differing theories still exist and continue to be examined. For example, Plutchik, as cited in Baucum (1996), argues that there is an evolutionary basis for emotions, which is still expressed by humans today. That is, emotions originally served as a survival mechanism for humans. According to the James-Lange theory of emotions, physiological arousal in response to a stimulus is experienced first, followed by cognitive appraisal of the stimulus and, finally, the experience of emotion (Baucum). Conversely, according to the Cannon-Bard theory of emotions, cognitive appraisal is experienced first, followed by physiological arousal (Baucum). Finally, according to the Schacter-Singer theory of emotions, physiological arousal and cognitive appraisal occur simultaneously (Baucum). The interpretation of physiological arousal as emotion will always be subjective; one cannot assume that feelings resulting from the same stimulus or resulting from the same pattern of physiological arousal will be consistent across individuals. Even though the natural emotional reactions of humans are largely beyond their control, emotions continue to be vital since they have the ability to influence physiological, experiential, and cognitive processes, at times without conscious awareness (Mayer, Salovey, Caruso, & Sitarenios, 2001).

Evidence (Griffiths & Scarantino, 2005) indicates that emotions have evolved; early in our evolutionary history, emotions served as an aid for an organism's survival. The showing of one's teeth could effectively ward off a predator; this, however, would be considered an inappropriate use of emotions in the modern world. Today, emotions facilitate communication, attention, and appraisal of importance. Keeping in mind their evolutionary purpose, it is logical that emotions have the natural tendency to override reason (Kassem, 2002; Sylwester & Cho, 1993). Thus, one must learn to implement rational processes in order to control emotional reactions and to articulate feelings appropriately (Sylwester, 1994). This is not necessarily a natural process; self-regulatory behaviors and the ability to identify and manage emotions appropriately are skills that must be learned. Due to the highly subjective nature of emotions, the ability to accurately perceive emotions, in oneself and in others, is a skill that develops with age and life experience (Elksnin & Elksnin, 2003). Individuals vary tremendously in their expression of emotion and in their ability to process emotional information, and people are becoming increasingly aware of these individual differences (Ciarrochi, Caputi, & Mayer, 2003).

Emotional intelligence, as a concept, has evolved through the decades to its current incorporation into the field of education in the United States. In the early 1900's, Robert Thorndike wrote about social intelligence and the possible existence of several types of intelligences (Cherniss, 2000); in the 1980's, Howard Gardner presented his theory of multiple intelligences, which include linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal intelligences (Gardner, 1993). These developments led to the coining of the term

emotional intelligence by Salovey and Mayer in the 1990's (Cherniss; Mayer &

Salovey, 1997). Building upon his experience in brain and behavior research,

Goleman (1994) gained tremendous popularity with the American public in the mid-

1990's with his book *Emotional Intelligence* (Cherniss). As formally defined by

Mayer and Salovey, 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, p. 35). Current research efforts have moved from

abstract theories of intelligence toward formal definitions and evidence-based training

programs focused on the development of skills and abilities related to emotional

intelligence.

It is important to note that emotional intelligence, as distinct from multiple

intelligences, is still in its early stages of development. Researchers are actively

testing hypotheses related to emotional intelligence, examining its real-world

applications and distinguishing its constructs from other well-established theories. As

is to be expected within academic research, details of a theory are often called into

question regarding their validity. The theory of emotional intelligence is attacked by

those who do not subscribe to the theory as well as by those who do. There are three

major criticisms that, in the broadest and most diverse sense, are directed at the

construct of emotional intelligence. First, it has been argued that emotional

intelligence is nothing more than a mere repackaging of previously established

theories (Cherniss, Extein, Goleman & Weissberg, 2006; Mayer, Salovey & Caruso,

2004; Qualter, Gardner & Whiteley, 2007). Indeed, emotional intelligence does correlate with major personality traits as well as with measures of general intelligence. Waterhouse (2006) argues that emotional intelligence correlates so highly with personality traits and general intelligence that it adds nothing more to our understanding of behavior. Experts within emotional intelligence research do acknowledge its relatedness to personality traits (e.g., conscientiousness, neuroticism, openness, sociability) as well as to general intelligence, but defend its distinctiveness (Cherniss; Mayer et al.). For example, Cherniss and colleagues point to several empirical research efforts, each concluding that emotional intelligence and its related abilities are, in fact, distinct from both general intelligence and personality traits.

Second, the existence of differing versions of the main tenets of emotional intelligence across theorists has been pointed to as a weakness in the theory (Cherniss et al., 2006; Mayer et al., 2004). For example, Goleman's version of emotional intelligence consists of five domains: knowing one's emotions, managing one's emotions, motivating oneself, recognizing emotions in others, and handling relationships (Goleman, 1994; Waterhouse, 2006). However, Mayer and Salovey's (1997) version of emotional intelligence consists of four domains: perception and expression of emotions, emotional facilitation of thought, understanding emotions, and reflective regulation of emotions. Although variations do exist across theorists, there is considerable overlap with respect to the domains of emotional intelligence. For instance, Goleman's *knowing one's emotions* domain corresponds to Mayer and Salovey's (1997) "ability to identify emotion in one's physical and psychological states" within their *perception, appraisal, and expression of emotion* domain.

Additionally, Cherniss and colleagues point to the strong debates that still exist regarding the predictive nature of general intelligence and its measurement. They also argue that the existence of differing versions of emotional intelligence is more reflective of the field's excitement and vitality rather than its lack of legitimacy.

Third, the predictive nature of emotional intelligence has been questioned (Cherniss et al., 2006; Mayer et al., 2004). Empirical research on the predictive nature of emotional intelligence has been conducted across a number of professions, including executive managers, military personnel, school principals, restaurant managers, financial advisors, and clerical employees (Cherniss et al.). These studies, across diverse professions, found that level of emotional intelligence predicted qualities and outcomes such as leadership potential, merit increases, higher company ranking (Lopes et al., 2004), leadership effectiveness (Rosete & Ciarrochi, 2005), workplace performance (Cavallo & Brienza, 2004), individual productivity (Bar-On, Handley, & Fund, 2005), job retention (Boyatzis & Sala, 2004), the ability to satisfy clients, as well as annual profit increases (Bar-On, 2004). Emotional intelligence has also been linked to life satisfaction, psychological adaptation, physical health, appropriate social interaction, and attachment styles (Stys & Brown, 2004). Goleman, in an article co-authored with Cherniss, Extein, and Weissberg (2006), argued that general intelligence is a better predictor of what a person is capable of mastering technically, whereas emotional intelligence is a better predictor of how likely a person is to rise within the ranks and how likely a person is of being a top performer and a leader within a chosen field (Cherniss et al.). Thus, it is becoming increasingly clear that abilities to recognize, understand, label, express, and regulate

emotions are skills utilized on a daily basis and revered across all professional domains.

Emotional Intelligence and Education

In recent years, researchers have begun to address the role of emotional intelligence within the field of education. Consequently, emotional intelligence research has been extended to everyday applications within schools. Educators are now beginning to understand that learning is not strictly a cognitive process, but that cognition and emotions are inseparable within the learning process. Emotions strongly interact with learning, attention, motivation, decision making, and social interactions – core elements within formal education (Kassem, 2002; Kress, Norris, Schoenholz, Elias, & Seigle, 2004; Sylwester, 1994). Helping students learn how to focus their attention has always been a tremendous undertaking for educators, as attention is a prerequisite to learning (Sylwester; Sylwester & Cho, 1993). Kassem suggests that emotional processes and attention-related processes are a biological priority, and are used to identify the importance of various stimuli in one's environment. Attention necessitates active determination of what is important or unimportant, and, consequently, what to attend to or ignore, within the environment (Sylwester & Cho).

Sylwester (1994) proposed that emotions rather than effortful conscious processes may be a stronger determinant of students' behavior. Emotions often lead to quick and impulsive responses, which may result in inappropriate and irrational behaviors (Sylwester). Spontaneous, emotionally-charged behaviors often occur prior to conscious understanding and assessment of a situation (Sylwester). This is

especially common among young children who are only beginning to learn about their emotions and how emotions interact with self-regulation skills. Kress and colleagues (2004) suggest that, "students who are cognitively, socially, behaviorally, and emotionally ready to learn will accomplish more in academic domains" (p. 86). In order to effectively teach children in the classroom, educators need to understand this complex interaction between cognition and emotion.

To address these issues, a tremendous amount of current social and emotional research has focused on student emotional literacy programs. These programs address the core tenets of emotional intelligence: perception, expression, understanding, and management of emotions. As research suggests, these core tenets can be broken down into abilities, which can be learned and which can improve with maturation and training (Kassem, 2002). Mastery allows children to then utilize these core skills in a more routine and automatic fashion, ultimately requiring less conscious effort (Sylwester & Cho, 1993). Experts in education research have come to acknowledge that some individuals may only acquire these skills through explicit forms of instruction and training via emotional literacy programs (Elksnin & Elksnin, 2003). That is, these core social and emotional skills that are specifically targeted within emotional literacy programs are not necessarily acquired naturally, at home or within the typical school setting. As research indicates (Cherniss et al., 2006; Stys & Brown, 2004), abilities related to emotional intelligence are predictive of later life success; therefore, these emotional literacy programs emphasize building a foundation of skills that children will need for the rest of their lives.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), a pioneer in the advancement of scientifically-based social and emotional learning research and training programs, has outlined five distinct social and emotional skill clusters: self-awareness, self-management, social awareness, relationship skills, and responsible decision making (www.casel.org). Emotional literacy programs, such as those provided by CASEL, report observable changes in areas such as adaptability, leadership, study skills, aggression, anxiety, problem and/or violent behaviors, hyperactivity, attention, impulse control, social skills, school performance, attendance, relationships, and motivation (Brackett & Katulak, 2006; Cherniss et al., 2006; Frey et al., 2005; Greenberg et al., 2003; Kress et al., 2004; Mayer, Salovey, & Caruso, 2004; O'Neil, 1996; Parker et al., 2005; Qualter, Gardner, & Whiteley, 2007; Stys & Brown, 2004; Weissberg & Durlak, 2005; www.casel.org; www.ei-schools.com; www.isbe.state.il.us). However, current research findings regarding emotional intelligence and social and emotional learning, as published in academic journals, tend to be reported as general conclusions and/or correlations. This may be partly due to the relatively recent development of the field itself and formal training programs. Even so, this is still problematic; if the field is to gain credibility, there is a strong need for researchers to engage in rigorous hypothesis testing and reporting of statistical results.

One recent study was comprehensive in its review of numerous applications of social and emotional learning programs as well as rigorous in its analysis of their results. Weissberg and Durlak (2005) conducted a meta-analysis of more than 700 school-based prevention and intervention programs (Cherniss et al., 2006;

www.casel.org). This study was the first of its kind with respect to scientific analysis of student social and emotional development programs. The study targeted children between 5 and 18 and intended to assess the magnitude and impact of social and emotional prevention and intervention programs. Weissberg and Durlak report benefits of intervention such as improved social skills, improved attendance records, decreased antisocial behaviors, higher grade point averages, decreased problem behaviors, and improved academic performance. Specifically, aggressive behaviors decreased by a reported 7.5%; school disciplinary actions decreased by a reported 8%; and, achievement test scores increased by at least 10 percentile points (www.casel.org).

Unfortunately, it is easier to identify limitations and complications associated with emotional literacy programs than to identify evidence-based outcomes. Program failure is largely due to hasty implementation, lack of administrative and community support, lack of proper leadership, uncoordinated efforts, and fragmented initiatives (Greenberg et al., 2003). High-quality, evidence-based emotional literacy programs do exist in design. However, inadequate and haphazard design implementation prevents rigorous evaluation and empirically-based conclusions. For example, Greenberg and colleagues report that in a school-based survey conducted across 11 states, only 19% of the schools implementing a research-based program did so with strict observance of the program's guidelines and requirements. In addition to improper implementation, it is also important to note the danger of reporting program results too soon. Until a program has become truly embedded in all aspects of a school's culture, results may be misleading; it may take several years before a

program reaches this point of effectiveness (Romasz, Kentor & Elias, 2004). It is important to recognize that student skill development will not be an overnight success; while simultaneously acknowledging that small changes in student behavior have a tremendous impact on the classroom environment and on the educator's ability to teach (Elias, Bruene-Butler, Blum & Schuyler, 2000).

The ineffective nature of the majority of emotional literacy programs around the country has compromised researchers' efforts to quantify their impact on student skill development. An effective program will include the following: an explicit mission statement, approaches based in behavioral and cognitive-behavioral theory, age and cognitive-maturation matched activities and curriculum, an emphasis on the modeling of appropriate behaviors by educators, interactive activities and curriculum, an infusion of social and emotional principles into the school's overall climate, an infusion of social and emotional principles into the traditional curriculum, a primary focus on social and emotional skill development, continuous evaluation and assessment of the program, and a detailed multiyear plan for execution (Durlak & Weissberg, 2007; Greenberg et al., 2003; Weissberg & Durlak, 2005; www.casel.org). Strict adherence to program guidelines is critical (Durlak & Weissberg; Greenberg et al.; Weissberg & Durlak; www.casel.org). However, these key elements of an effective program cannot be optimally implemented and maintained without sufficient evidence-based training and available on-going support for those implementing program activities and curriculum (Durlak & Weissberg; Greenberg et al.; Weissberg & Durlak; www.casel.org). The chosen program must be fully embraced by all levels of administration; a multi-tiered organizational structure,

emphasizing accountability, is essential for program success (Durlak & Weissberg;

Greenberg et al.; Weissberg & Durlak; www.casel.org)

Changing Expectations within Education

By the 1990's, the field of education began experiencing a paradigm shift

from a narrow focus on traditional reading, writing, and arithmetic toward a broad

character-based education (Lickona, 1993). Although classic subjects within the

curriculum have remained constant, national teaching and learning standards have

seen continuous changes regarding student character and social development.

Effective character education programs have defined character in a broad sense to

include cognitive, affective, behavioral, individual, and social dimensions (Glanzer &

Milson, 2006; Lickona). Many of the components within character-based education

programs are similar to those within social and emotional learning programs.

Lickona explains that a strictly intellectual approach to character education will

ultimately be ineffective, since emotions are what bridge the gap between judgment

and action. Thus, the character education movement focuses on building

trustworthiness, respect, responsibility, citizenship, tolerance, perseverance, self-

discipline, cooperation, integrity, honesty and courage in children of all ages

(Benninga, Berkowitz, Kuehn, & Smith, 2006; Lickona).

Experts in education are pointing increasingly to societal factors that

underscore the need for character education, including the decline and disintegration

of the American family and increasing rates of violent and destructive youth

behaviors (Lickona, 1993). Increases in suicide, teen pregnancy, bullying, alcohol

abuse, drug use, and gang membership substantiate this growing concern (Kassem,

2002). In 1999, the U.S. Department of Health and Human Services reported alarming rates of increase in mental health problems among adolescents; of the cases that form the basis for this report, 75%-80% did not receive mental health intervention (Greenberg et al., 2003; Weissberg & Durlak, 2005). One can expect that these societal factors will inevitably impact a student's ability to learn, academic performance, retention, and social interactions (Elias et al., 2000). Research indicates that due to limited school resources, limited staff, and the nature of aggressive and problem behavior, after-the-fact individual therapy, treatment, and medication tend to be less effective than preventative measures (Romasz et al., 2003). Problem behaviors typically arise out of peer interaction and established environmental climates; therefore, mental health research suggests that preventative measures to curb aggressive and problem behaviors are most effective when incorporated into every aspect of a school's climate (Romasz et al.).

Many people may feel that managing and working to reduce such behaviors is not the responsibility of the educator; nonetheless, the reality is that an unfocused, restless, and impulsive child can become a tremendous distraction and source of stress for fellow students and educators alike (Frey, Nolen, Edstrom, & Hirschstein, 2005; Sylwester & Cho, 1993). Disruptive behaviors, which are increasingly common, compromise the learning environment for all students, not just those contributing to the disruption. Considering the impact this has on the classroom, educators have no choice but to deal with this growing concern.

At the federal level, the *No Child Left Behind Act* specifically points to the dual responsibility of schools to tend to students' academic and character education

(Benninga et al., 2006; http://www.ed.gov/nclb/landing.jhtml). At the state level, between 1993 and 2004, 23 states passed laws related to character, moral, and/or civic education programs (Glanzer & Milson, 2006). Never before has there been such an abundance of federally mandated legislation related to character education in the public schools (Glanzer & Milson). The National Education Association (NEA) calls all schools to integrate character education into their curriculum and stresses the importance of appropriately training educators for this task (Benninga et al.). Teaching a character-based education is far more complex than teaching standard curriculum and requires new skills and a greater social and emotional knowledge base than it did in the past (Hargreaves, 2001; Lickone, 1993).

Emotional Intelligence and the Educator

As governmental and academic expectations of a broader character-based education are continually changing, it becomes necessary for educators to receive proper education and training on these topics. However, very few colleges of education actually incorporate emotional intelligence and social and emotional learning into their educator preparation curriculum (Fleming & Bay, 2001; Lickona, 1993). Schools – preschool through high school – that implement social and emotional learning programs for their students stress the need for more adequate pre-employment teacher training on these topics (Elias, Butler-Bruene, Blum, & Schuyler, 1997). Since this is still uncommon, an educator's social and emotional skill training and personal development typically becomes the responsibility of the school district, consuming valuable time and limited school funds (Elias et al., 1997). Academic research continues to make strides in examining real-world applications

related to emotional intelligence and social and emotional skill development. However, teacher education has not yet assumed its role of incorporating up-to-date research findings in emotional intelligence and social and emotional skill development.

Although student skill development may be the ultimate goal, this is not possible without educators first developing their *own* social and emotional skills and establishing the necessary classroom environment conducive to student development. However, to have a general understanding of emotional intelligence does not guarantee proper application of its tenets. Just as students need explicit instruction and formal training, Shelton (2003) suggests that educators also need formal professional development in order to master these core skills to, in turn, effectively develop social and emotional skills in their students. The simple development of an educator's own skills can have profound effects on personal well-being, the classroom environment, teacher-student interactions and, ultimately, student success. Successful applications reported across other professions can be presumed to extend to the classroom environment (Cherniss et al., 2006).

Heightened emotional self-awareness allows one to accurately recognize, regulate, label, understand, and express one's own emotions in any given situation; it also allows for better understanding of the feelings and motivations of others (Shelton, 2003). A heightened level of personal awareness allows an educator to understand his/her own strengths, weaknesses, and unique teaching abilities (Shelton), and leads to more effective communication, stress management, conflict resolution, personal success and classroom management. The emotionally-aware

educator is better able to manage personal stressors and stressful classroom

environments (Kremenitzer, 2005). Self-awareness enables proper reflection in the

midst of chaotic emotional states and chaotic classroom environments. Rather than

getting caught up in unanticipated challenges, the self-aware educator is better able to

maintain his/her neutral stance and regain control (Kremenitzer; Shelton). Thus,

heightened awareness of one's own social and emotional skills is the critical first step

toward creating socially and emotionally competent students (Kremenitzer, 2003).

In addition to heightened personal awareness, the development of an

educator's intrapersonal and interpersonal skills can have a tremendous impact on the

overall classroom environment, ultimately influencing the ability for his/her students

to learn. An educator's ability to show support, empathy, acceptance, and sensitivity

creates a climate conducive to learning (Kassem, 2002). A minimally stressful

classroom environment is optimal for learning (Kassem). The behaviors modeled by

educators are also critical in shaping the overall classroom environment, as children

will mimic what they see. Students react directly to the emotional climate of the

classroom, which is typically set by the educator. Both positive and negative

emotions experienced by an educator will be transmitted, to some degree, to the

overall classroom environment (Kremenitzer & Miller, 2003). A positive classroom

has the ability to produce biological-based emotional reactions within students,

ultimately fostering the capacity for learning (Kassem; Sylwester, 1994). Personal

awareness and social and emotional skill development also allow educators to

become more sensitive to individual learning styles and needs within the classroom.

Social and emotional capabilities, behaviors, and skills differ tremendously with age

(Kremenitzer & Miller). Without truly understanding the age group at hand an educator may react inappropriately, not taking into account the needs of that class. An educator who has already developed a heightened sense of self is better able to adapt to the needs of individuals as well as to the needs of particular age groups. The more aware educators are of these circumstances, the more capable they are of monitoring their own behaviors, demonstrating increased sensitivity, and creating positive, nurturing classroom environments.

Psychological burnout is commonly defined "as a response to the long-term emotional strain of dealing extensively with other human beings in emotionally demanding situations, which, in turn, leads to a detached feeling toward others and a reduction in the quality of work performance" (Carson, Templin, & Weiss, 2006, p. 3). The commonly agreed upon components of burnout include emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (Carson, Templin & Weiss; Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Demerouti, Bakker, Vardakou, & Kantas, 2002; Halbeslenben & Demerouti, 2005; Ioannou & Kyriakides, 2006).

Psychological burnout is alarmingly common among educators, largely due to high-stress classroom environments. Educators rank among the highest with respect to levels of occupational stress (Brackett & Katulak, 2006). Burke, Greenglass and Schwarzer (1996) suggest that educators typically experience higher levels of burnout than do administrators, perhaps because educators are expected to assume multiple and often contradictory roles. In addition to the primary role of instructing students, educators are often expected to maintain the physical classroom space and attend to

students' general psychological well-being, all while juggling the expectations of parents, students, and administrators (Burke et al.). Educator burnout is often associated with factors such as unmotivated and difficult students, large class sizes, special needs of individual students, disruptive students, limited resources, juggling of multiple professional roles, bureaucratic "red tape," lack of supervisor support, lack of parental support, testing standards, professional development expectations, accountability, communication with parents/administration/peers, and administrative regulations (Brackett & Katulak; Burke et al.; Kaufhold & Johnson, 2005; Kremenitzer, 2005). The constant emotional regulation required can quickly become exhausting and all-consuming, leaving few cognitive and emotional resources to teach effectively (Carson, & Templin, 2007; Carson, Templin, & Weiss, 2006).

These stressful circumstances can greatly influence the emotional state of an educator. As with children, heightened levels of stress and strong emotions can inhibit an educator's ability to make appropriate decisions. The inabilty to manage stress effectively can hinder an educator's ability to teach in an effective manner. Creating a classroom environment conducive to learning becomes a challenge for the psychologically burned-out educator. Additionally, turnover rates, job satisfaction, quality of teaching, motivation, and feelings of commitment and loyalty are all impacted by the effects of occupational burnout (Carson & Templin, 2007; Carson, Templin & Weiss, 2006; Ioannou & Kyriakides, 2006). In its most extreme forms, burnout can be crippling. It makes sense that personal social and emotional skill development can help manage and alleviate stressors contributing to burnout. Consequently, educators can develop effective management skills and coping

strategies, allowing them to remain in control of their emotional reactions, as well as to create a more nurturing and stimulating classroom environment.

The Perceived Incompatibility

Once educators have developed their social and emotional skills, they are better equipped to develop the skills of their students. The main tenets of social and emotional learning are closely related to the established national education goals and standards (Elias et al., 1997). State education standards establish what all educators should know and be able to teach their students (Elias et al.; Fleming & Bay, 2001). If educators are unaware of the benefits that result from personal social and emotional skill development, they are likely to see it as a burden and yet another requirement encroaching upon their limited time. Educators need not feel that social and emotion learning and traditional academics are in competition; they can easily be integrated. Making this compatibility known is the first step toward incorporation of social and emotional learning programs for students.

An example of the successful merging of standard curriculum and social and emotional learning is given by the State of Illinois. In 2004, Illinois educational standards explicitly required incorporation of social and emotional learning throughout the standard curriculum. Section 15(a) of Public Act 93-0495, "…calls upon the Illinois State Board of Education to develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards" (www.isbe.state.il.us). Consequently, Illinois has developed three social and emotional learning goals and 10 learning standards within those goals. The learning standards describe, within each particular goal, the knowledge

that students should have and the skills they should be able to demonstrate. Grade-level clusters have designated developmentally-appropriate benchmarks for every grade (www.isbe.state.il.us).

Social and emotional learning competencies within Illinois' Professional Teaching Standards include: content knowledge, human development and learning, diversity, planning for instruction, learning environment, instructional delivery, communication, assessment, collaborative relationships, reflection, and professional growth and professional conduct (www.isbe.state.il.us). Similar state teaching standards throughout the country (e.g., New Jersey, Wisconsin, Iowa, New York, South Carolina) demonstrate that social and emotional learning components are already built into the expectations set forth for educators (Kress et al., 2004). Because the importance of social and emotional skill development has been noted in the State of Illinois, programs have been implemented to encourage Illinois students to develop these life skills. Implementation of social and emotional learning programs and their respective outcomes in Illinois provide evidence that it is possible to integrate social and emotional standards throughout a typical curriculum. Kress and colleagues explain that the notion that social and emotional learning is in conflict with the standard curriculum is merely a perception rather than reality.

Professional Development: State and District Standards

Given that educators are not receiving the necessary social and emotional education and training while in college (Fleming & Bay, 2001; Lickona, 1993), one must then consider other avenues in which this training can be made available. A viable option in the promotion of educator social and emotional training resides in

state professional development requirements. In Ohio, the Board of Education requires a licensed educator to fulfill specific professional development requirements. The state mandates that "holders of a five-year license must complete the equivalent of six semester hours of coursework for renewal" (www.ode.state.oh.us). These requirements ensure that licensed educators remain qualified and in compliance with license renewal procedures. Within the State of Ohio, individual school districts may set more specific requirements within this law, if they so choose. Local professional development committees are organized within every school district to review all proposed coursework, completed coursework, and other related professional development activities of their educators. By reviewing these professional development activities, the committee determines if the requirements for license renewal have been met (www.ode.state.oh.us). All educators are required to produce a five-year individual professional development plan for renewal of their license. Educators are granted a certain amount of leeway in developing their continuing education plan, while remaining in accordance with established goals of the districts. If educators come to see the merit and advantages of personal social and emotional skill development, they are more likely to incorporate related training into their individual professional development plan.

The Present Study

Using an Internet-based survey, I assessed administrators' and educators' knowledge of emotional intelligence and social and emotional learning, as well as their attitudes toward educator social and emotional skill developmental. I focused on the Centerville City School District, which is comprised of 14 facilities (1 pre-

school, 1 kindergarten, 6 elementary schools, 3 middle schools, 1 high school, 1 alternative high school, and 1 administrative building) in a middle-class southern suburb of Dayton, Ohio. The Centerville City School District employs more than 425 educators and administrators throughout its 14 facilities. The 2005-2006 annual personnel report presents data on average years of teaching experience among Centerville educators. Relative percentages of years of teaching experience are broken down as follows: 0-5 years: 31%; 6-10 years: 25%; 11-15 years: 12%; 16-20 years: 12%; and 21/+ years: 20%. Level of education for licensed staff has also been reported for the 2005-2006 academic calendar year. Relative percentages of level of education are broken down as follows: Bachelors: 15%; Bachelors+: 30%; Masters: 22%; and Masters+: 33%.

The present study was also an attempt to assess the extent to which school districts are addressing educator social and emotional skill development. I anticipated that the age of the educator would inversely correlate with (a) knowledge of emotional intelligence and social and emotional learning, as well as with (b) interest in social and emotional skill development. I also anticipated that the years as an educator would inversely correlate with (c) knowledge of emotional intelligence and social and emotional learning, as well as with (d) interest in social and emotional skill development. Additionally, I anticipated that the (e) level of occupational stress would directly correlate with interest in developing personal social and emotional skills. Finally, I anticipated that there would be (f) a discrepancy between the levels of occupational stress reported by educators and the estimated stress of educators, as

perceived by the administrators. More specifically, I anticipated that administrators would underestimate the occupational burnout experienced and reported by educators.

Method

Participants

Participants were district administrators and licensed educators, solicited from the 14 academic and administrative facilities within the Centerville City School District. On-line survey participation was strictly voluntary. Participants were treated in accordance with the "Ethical Principles of Psychologists and Code of Conduct" (American Psychological Association, 2002).

A total of 159 surveys were initiated through surveymonkey.com. Ninety-four of these surveys were terminated immediately and/or within a few questions. Lack of survey completion was the only qualifier leading to the removal of a participant's data from the larger sample. If the majority of a survey was completed, it was kept in the data pool. Overall, data for 5 administrators and 60 educators were used for statistical analysis. A small portion of these participants chose not to complete the demographic section at the end of the survey; these surveys were not removed since the majority of the survey was completed. Tables 1 and 2 list the personal and professional characteristics of the survey participants as queried by surveymonkey.com.

Table 1

Personal demographic characteristics of survey participants.

	Administrator	Educator
Total sample N =	5	60
Gender [1]		
Male	3	5
Female	2	51
Age [2]		
18 – 25	0	4
26 – 35	1	16
36 – 45	4	16
46 – 55	0	14
56 – 65	0	6
66+	0	0
Level of education [3]		
Bachelors	0	8
Masters	5	48

1: Missing data - 4 participants did not report gender

2: Missing data - 4 participants did not report age

3: Missing data - 4 participants did not report level of education

Table 2

Professional demographic characteristics of survey participants.

	Administrator	Educator
Years as a licensed educator [4]		
0 – 5	0	7
6 – 10	2	14
11 – 15	2	9
16 – 20	1	8
21 – 25	0	4
26+	0	14
Years with district [5]		
0 – 5	N/A	18
6 – 10	-	18
11 – 15	-	7
16 – 20	-	5
21 – 25	-	3
26+	-	5
Grades taught [6]		
Pre-K	N/A	1
K	-	4
Elementary	-	20
Middle	-	12
High school	-	16

4: Missing data - 4 participants did not report years as a licensed educator

5: Missing data - 4 participants did not report years with district

6: Missing data - 5 participants did not report grades currently taught; one participant reported teaching K – 12; and one
participant reported teaching elementary and 12th grade.

N/A: question not asked of administrators

Materials

The Internet-based survey contained questions designed to assess the participant's knowledge of emotional intelligence and social and emotional learning in addition to his/her training and interest in social and emotional skill development. The survey questions were organized into three categories. First, *knowledge of emotional intelligence and social and emotional learning* was assessed by questions such as, "Was emotional intelligence addressed in your college courses?" and, "How much of a course was devoted to emotional intelligence?" Second, *perceived need for educator skill development* was assessed by questions such as, "To what extent do you believe psychological burnout can negatively impact one's ability to teach?" and, "How important is social and emotional skill development for teachers, as it pertains to effective teaching?" Third, *perceived roadblocks preventing educator skill development* was assessed by questions such as, "Who should be providing the social and emotional education and training for teachers?" and, "Why has formal school-wide teacher training not been pursued?" Each category consisted of multiple questions, many of which were if/then filter-type questions. Response formats varied according to the question; questions included any combination of forced-choice, Likert-type scales of interest and/or likelihood, and open-ended questions. All administrators were asked one set of survey questions (see Appendix A); whereas all educators were asked a different set of survey questions (see Appendix B). The three categories within the survey remained constant across all participants; however, slight differences in wording did exist in the questions presented to administrators as compared to questions presented to educators. These changes were necessary due to

the different roles of these positions within the field of education. Within the Internet-based survey, definitions, research findings, and examples of the abilities that can result from education and training in emotional intelligence were presented to each participant in an effort to provide him/her with sufficient knowledge in order to assess their attitudes about the topic at hand.

Psychological Burnout. Embedded within the educator survey was the Oldenburg Burnout Inventory (OLBI; Demerouti et al., 2002; see Appendix B Question 47). The OLBI has been deemed appropriate, by its creators, for the assessment of all occupations. The inventory assesses overall levels of burnout as well as distinctions between disengagement and exhaustion. Disengagement is generally accepted as a response to (lack of) job resources. Exhaustion is often associated with the depletion of emotional and physical resources due to job demands. The OLBI is composed of 16 statements and is balanced between the number of positively-worded statements and negatively-worded statements. For example, a positively worded statement is, "I always find new and interesting aspects in my work." A negatively worded statement is, "After work, I tend to need more time than in the past in order to relax and feel better." All statements are answered on a 4-point agreement scale ranging from 1 (strongly agree) to 4 (strongly disagree). The OLBI is designed such that a total burnout score can be obtained by assessing responses to its 16 statements. Statements b, c, d, f, h, i, k, and l are reverse coded. With reverse coding in place, a total sum can be obtained for each educator's overall burnout. Overall burnout scores range from 16 – 64 points, such that higher overall points reflect greater burnout.

Halbesleben and Demerouti (2005) analyzed the internal consistency of the OLBI using Cronbach's alpha with the generally accepted cutoff alpha value of .70. The industries represented within their sample included 19% education, 16% health care, 13% banking/financial services, 12% government, 11% manufacturing, 11% retail, and 8% telecommunications (Halbesleben & Demerouti, 2005). The internal consistency of the OLBI was significant, with all Cronbach's alpha scores within the range of .74 - .87 (Halbesleben & Demerouti, 2005).

Interest in Educator Social and Emotional Skill Development. Administrators indicated their interest in providing and/or promoting educator social and emotional training; while, educators indicated their interest in developing their own social and emotional skills by responding to questions constructed by the researcher. Answers to administrator Questions 23 and 24 were summed, as were educator Questions 55 and 56, separately, via the numbers assigned to the Likert-type scale within the survey, to obtain a total interest score for each group. Total interest scores range from 0 – 8 points, such that higher overall points reflect greater interest in personal social and emotional skill development.

Knowledge of Emotional Intelligence. Administrators and educators indicated their overall knowledge of emotional intelligence and social and emotional learning by responding to questions constructed by the researcher. Administrator Questions 4, 5, 8, 9, 12 and educator Questions 35, 36, 39, 40, 43, and 45 and were summed to obtain a total knowledge score for each group, respectively. Administrator Questions 4, 8, and 12 and educator Questions 35, 39, 43, 45 were recoded such that a "yes" response received 2 points while a "no" response received 1 point. All remaining

questions were coded by a system of increasing magnitude, such that "mentioned with another topic" received 1 point while "an entire course was devoted to emotional intelligence" received 4 points. Total knowledge scores ranged from 5 – 16 points, such that higher overall points reflect greater knowledge.

Procedure

The study was introduced via an introductory email (see Appendix D) composed by the researcher and distributed by the Director of Personnel for the Centerville City Schools, to the entire school district. A reminder email (see Appendix E) was distributed 1 week later to the entire school district. Interested participants were able to link directly to the Internet-based survey, as posted on surveymonkey.com, from the introductory email. The first computer screen of the survey provided participants with instructions for completing the survey as well as information pertaining to voluntary termination of the survey. The final computer screen of the survey provided participants with a debriefing that included an expanded description of the study, references for further information, and information for contacting the researchers. Participants were instructed in how to save and print the debriefing document. The Internet-based survey took approximately 15-20 min to complete.

Results

The survey responses from administrators and educators were exported from surveymonkey.com and analyzed through SPSS©. Statistical analyses on the data from administrators were not possible, due to the low response rate. When applicable, frequencies are noted for this smaller administrator sample. Survey data

were subjected to both quantitative and qualitative analyses. The Likert-type scales embedded throughout the survey provided the framework for coding and analysis. When applicable, responses to open-ended questions requesting elaboration such as, "other (please specify)" were taken into consideration. Of the statistical analyses that are reported, very few tests produced reliable results. The lack of power to detect effects that may exist for a population of educators was, no doubt largely due to the small sample who participated in the Internet-based survey. However, trends that are described provide an indication that reliable statistical results would be obtained by quantitative analysis with a larger sample.

Psychological Burnout

To address Hypothesis F (see p. 26), administrators and educators were asked to indicate the frequency of complaints, by educators, related to occupational burnout. Of administrators, 60% indicated receiving 0-2 complaints per month. When educators were asked how frequently their fellow Centerville educators came to them with complaints related to occupational burnout, 30.51% of educators indicated receiving 0-2 complaints per day. The existence of overlapping categories is noted by the author; even so, a discrepancy in the frequency of complaints received related to occupational burnout does exist between administrators and educators.

Administrators and educators were also asked to indicate the estimated percentage of Centerville educators experiencing at least a moderate level of occupational burnout. Of administrators, 40% estimated that 11-20% of Centerville educators were experiencing at least a moderate level of occupational burnout. Similarly another 40% of administrators estimated that 21-30% of Centerville

educators were experiencing at least a moderate level of occupational burnout. Twenty-two percent of educators estimated that 11-20% of their fellow Centerville educators were experiencing at least a moderate level of occupational burnout. The discrepancy in perceptions between administrators and educators is smaller than anticipated.

Overall Burnout as Related to Interest. To address Hypothesis E (see p. 26), a Pearson product-moment correlation was performed. Analyses produced no reliable indication of a relationship between overall burnout ($M = 31.75$, $SD = 6.51$) and total interest ($M = 5.07$, $SD = 1.92$) in social and emotional skill development, r ($n = 56$) = -.17, $p = .22$. The results were not in the predicted direction, but rather that of an inverse relationship between overall burnout and total interest, such that as burnout increases total interest in social and emotional skill development decreases.

Extent and Estimate of Burnout. In light of the statistical findings within the literature, Cronbach's alpha was computed for the sample within the present study. Among educators, Cronbach's alpha was .86, indicating reliable internal consistency within this sample.

Additionally, there was significantly less burnout (as indexed by the OLBI exhaustion subscale) for those in the present study ($M = 2.17$, $SD = 4.03$) as compared with those ($n = 2,431$) in the OLBI validation study ($M = 2.99$, $SD = .48$), t (2,488) = -7.28, $p < .001$. The range for the exhaustion subscale is from 8 to 32. Furthermore, there was significantly less burnout (as indexed by the OLBI disengagement subscale) for those in the present study ($M = 1.80$, $SD = 3.14$) as

compared with those ($n = 2{,}431$) in the OLBI validation study ($M = 2.87$, $SD = .52$), t $(2{,}488) = -10.94$, $p < .001$. The range for the disengagement subscale is from 8 to 32.

Interest in Educator Social and Emotional Skill Development

Administrators and educators were asked to indicate their interest as it pertains to educator social and emotional skill development. Among administrators, 40% indicated an interest level of 3, the modal value for this 13-point range, whereas 30.36% of educators indicated an interest level of 6, the modal value for the same range. As anticipated, educators expressed greater interest in personal skill development than administrators did with respect to providing skill development for their educators. It is possible that administrators do not fully understand the psychological burnout experienced by educators or the desire of educators to minimize this burnout.

Age as Related to Interest. To address Hypothesis B (see p. 26), a Pearson product-moment correlation analysis was performed. Analyses produced no reliable indication of a relationship between educator age ($M = 41.14$, $SD = 10.70$) and educator total interest ($M = 5.07$, $SD = 1.92$) in social and emotional skill development, r ($n = 56$) $= -.05$, $p = .72$. However, the results were in the predicted direction of an inverse relationship between educator age and educator total interest, such that younger educators expressed greater interest in social and emotional skill development.

Years as a Licensed Educator as Related to Interest. To address Hypothesis D (see p. 26), a Spearman rank-order correlation analysis was performed. Analyses produced no reliable indication of a relationship between years as an educator (*Mdn*

category = 11 – 15 years, range is from 0 – 26+ years) and educator total interest (M = 5.07, SD = 1.92) in social and emotional skill development, r_s (n = 56) = -.07, p = .63. However, the results were in the predicted direction of an inverse relationship between years as an educator and total interest, such that educators with fewer years of service expressed greater interest in social and emotional skill development.

Knowledge of Emotional Intelligence

Among administrators, 40% indicated a total knowledge score of 3 and another 40% indicated a total knowledge score of 4, the modal values for this 12-point range. Among educators, 23.33% indicated a total knowledge score of 6, the modal value for this 13-point range. A discrepancy in overall knowledge of emotional intelligence and social and emotional learning was exhibited between administrators and educators, such that educators reported greater knowledge of the topics.

Age as Related to Knowledge. To address Hypothesis A (see p. 26), a Pearson product-moment correlation analysis was performed. Analyses produced no reliable indication of a relationship between educator age (M = 41.14, SD = 10.70) and educator total knowledge (M = 7.08, SD = 2.97) of emotional intelligence and social and emotional learning, r (n = 56) = -.17, p = .20. However, the results were in the predicted direction of an inverse relationship between educator age and educator total knowledge, such that younger educators expressed greater knowledge of emotional intelligence and social and emotional learning.

Years as a Licensed Educator as Related to Knowledge. To address Hypothesis C (see p. 26), a Spearman rank-order correlation analysis was performed.

Analyses produced no reliable indication of a relationship between years as an educator (*Mdn* category = 11 – 15 years, range is from 0 = 26+ years) and educator total knowledge (*M* = 7.08, *SD* = 2.97) of emotional intelligence and social and emotional learning, r_s (*n* = 56) = -.16, *p* = .23. However, the results were in the predicted direction of an inverse relationship between years as an educator and total knowledge, such that educators with fewer years of service expressed greater knowledge of emotional intelligence and social and emotional learning.

Qualitative Analysis of Open-Ended Statements

The open-ended responses indicated limited knowledge of emotional intelligence and social and emotional learning, as anticipated. This is likely due to the complexity of the theories, the intricate distinction between the two, and the limited exposure most people have to these topics. A variety of answers were submitted for the open-ended question: "Based upon your understanding, what is emotional intelligence?" One participant wrote, "Emotional intelligence is the ability to understand, interpret, and evaluate emotional situations in yourself and others." Another participant wrote, "How well you can identify your own emotional needs and wants along with understanding a wide spectrum of emotions others may exercise." Other responses include, "It is looking at the person as a whole; what motivates thoughts and behaviors," "Emotional intelligence deals with maturity and placement of students based on age," and "Brain-based research."

Similarly, a variety of answers were submitted for the open-ended question: "Based upon your understanding, what is social and emotional learning?" One participant wrote, "Social and emotional learning would involve the specific teaching

of those skills involving emotional perception." Another participant wrote, "Social skills can be learned…emotional learning involves interactions with other people and self-understanding and self-reflection on one's own emotions." Other responses include, "Learning from peers," "Developing knowledge of normal and abnormal behavior in social settings," and "It is the combination of one's emotions, intelligence, and biology." The majority of responses pertaining to social and emotional learning were merely reiterations of the responses given for emotional intelligence. The lack of consistency in the answers, many of which indicated naïveté about emotional intelligence and social and emotional learning provide evidence of a need for this kind of training.

Discussion

The present research involved only a small sample of administrators and educators; therefore, the majority of analyses performed yielded findings that were not reliable. Nevertheless, many of the results were in the predicted directions as outlined by the hypotheses. There was no reliable support for the hypothesis that younger educators have a greater knowledge of emotional intelligence and social and emotional learning, although the results were in the predicted direction. This was anticipated since emotional intelligence is still a relatively new topic, only formally acknowledged since the 1990's. Research indicates that very few colleges include the formal study of emotional intelligence in its courses (Fleming & Bay, 2001; Lickona, 1993). Assuming that younger educators are more recent college graduates, it was expected that younger educators would be more likely to have been introduced to emotional intelligence than older educators.

There was no reliable support for the hypothesis that younger educators have a greater interest in social and emotional skill development, although the results were in the predicted direction. The results were anticipated to parallel those supporting the first hypothesis; if younger educators have greater familiarity with emotional intelligence and its related topics, they would likely show greater interest in skill development. With less of an introduction to the topic, older educators are less likely to express interest in skill development. It was anticipated that knowledge and interest are very closely related, and likely to develop in parallel such that as knowledge increases interest also increases. However, it could also be argued that more classroom experience may provide older educators with more effective resources in dealing with classroom stressors, hence, leading to less interest in social and emotional skill development.

There was no reliable support for the hypothesis that educators with fewer years of service expressed a greater knowledge of emotional intelligence and social and emotional learning, although the results were in the predicted direction. This again relates to the idea that younger educators are more likely to receive formal introduction to emotional intelligence and social and emotional learning in college courses than older educators who may have been out of school longer.

There was no reliable support for the hypothesis that educators with fewer years of service have a greater interest in social and emotional skill development, although the results were in the predicted direction. As years of service increase it is likely that one has been out of school longer, lessening the chance of being introduced to theories of emotional intelligence and social and emotional learning.

Again, it was assumed that knowledge likely develops in parallel to interest in skill development. It is also a possibility that the longer one has been an educator the more one becomes "set in his/her ways." Although any educator may be resistant to learning new techniques (Heyden, 2002), this resistance might be more pronounced in older educators. Older educators may be less interested in learning new techniques such as social and emotional skill development. Again, it could also be argued that more classroom experience may provide older educators with more effective resources in dealing with classroom stressors, hence, leading to less interest in social and emotional skill development.

Interestingly, results for the hypothesis comparing overall burnout and interest in social and emotional skill development indicate that as overall burnout increases, interest in social and emotional skill development decreases. One possibility for this trend may be that as burnout increases, the thought of taking on another task becomes too overwhelming. A key component of burnout is exhaustion (Carson, Templin & Weiss, 2006; Carson & Templin, 2007; Demerouti et al. 2002, Demerouti et al., 2001; Haberman, 2004; Ioannou & Kyriakides, 2006), which could have considerable impact on one's interest in skill development. Also, without adequate introduction to emotional intelligence and social and emotional learning one may not truly understand the potential benefits of personal skill development.

Across both subscales of the OLBI, disengagement and exhaustion, the present sample reported significantly lower levels of burnout as compared to the Halbesleben and Demerouti (2005) reference sample. Future research may find that a

population reporting higher level of burnout may, in turn, express more interest in social and emotional skill development than did the participants in the present study.

The limitations of this study include its small sample size and demographics of the chosen population. A larger and more diverse sample may have exhibited greater burnout and, therefore, lead to interesting correlations regarding knowledge of emotional intelligence and social and emotional learning as well as interest in social and emotional skill development. Additionally, administrators were not asked how many years they had been with the district or grades taught as a licensed educator. Responses to these questions could have also led to greater understanding and more in-depth analysis as it pertains to administrators' knowledge of and attitudes toward emotional intelligence and social and emotional learning.

Increased emotional awareness is beneficial for both children and adults. As humans, we live in a social world and must learn to effectively interact with people on a daily basis. Personal and professional success often depends on these acquired skills. Research indicates that knowledge of these principles is simply not enough. The skills associated with emotional intelligence are learned, whether it be through passive acquisition or through formal instruction (Elksnin & Elksnin, 2003). As student emotional literacy programs are proving to be effective, extending social and emotional skill training to other populations should be investigated.

The possibility for educator social and emotional skill development to decrease the impact of psychological burnout is of primary interest in this study. As the field of emotional intelligence is still relatively young, there are many intriguing relationships to investigate. Through improved perception, understanding, and

regulation of emotions, one can potentially maintain or regain control in the midst of chaos. Just as students learn to manage their emotions and improve school performance, educators can also learn to manage their emotional reactions to the frequently uncontrollable nature of their work environments while improving overall job performance.

The fields of emotional intelligence and occupational burnout are both making advances independently of each other. The union of these two fields could have profound effects for the field of education. The rates and impact of educator burnout are well documented. However, the concern remains: what is being done to effectively lessen the impact of occupational burnout while simultaneously improving conditions for educators?

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    life success. Available from Collaborative for Academic, Social, and

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APPENDIX A: Administrator Survey

Instructions

INSTRUCTIONS:
This survey will address your knowledge about emotional intelligence and social and emotional learning within the field of education.

Please respond to the scales embedded throughout the survey. The scales also serve as cues for additional comments. Please expand upon your answer in the text boxes as provided.

The time needed to complete the survey in pre-testing has been less than 20 minutes; however, a slightly longer period of time might be needed depending on the extent of your text answers.

You may discontinue participation at any time by selecting the EXIT button at the top of the screen. Should your completion of the survey be interrupted before you're finished, please return to the beginning and re-enter your data.

Following each question, click the NEXT button at the bottom of the screen to continue. Upon completion you will be redirected to the surveymonkey homepage.

Click NEXT to begin.

Admin/Teacher Filter

1. Please select your current position (2006-2007 school year):

◯ Administrator

◯ Teacher

----------------------ADMINISTRATOR ----------------------

[ADMIN] SECTION 1. Knowledge (EI)

2. Based upon your understanding, what is emotional intelligence?

Knowledge insert

PLEASE READ this definition of emotional intelligence and consider the abilities within the Four Branch Model of Emotional Intelligence as you continue the survey. After completed, click NEXT to continue.

Some researchers have defined emotional intelligence as follows:

Mayer and Salovey (1997) have defined emotional intelligence as follows: "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."

The Four-Branch Model of Emotional Intelligence (Mayer & Salovey, 1997)
1) The perception, appraisal, and expression of emotion
a. Ability to identify emotion in one's physical and psychological states
b. Ability to identify emotion in other people
c. Ability to express emotions accurately and to express needs related to them
d. Ability to discriminate between honest and dishonest feelings

2) Emotional facilitation of thinking
a. Ability to redirect and prioritize thinking on the basis of associated feelings
b. Ability to generate emotions to facilitate judgment and memory
c. Ability to capitalize on mood changes to appreciate multiple points of view
d. Ability to use emotional states to facilitate problem solving and creativity

3) Understanding and analyzing emotions; Employing emotional knowledge
a. Ability to understand relationships among various emotions
b. Ability to perceive the causes and consequences of emotions
c. Ability to understand complex feelings, emotional blends, and contradictory states
d. Ability to understand transitions among emotions

4) Reflective regulation of emotions to promote emotional and intellectual growth
a. Ability to be open to feelings, both pleasant and unpleasant
b. Ability to monitor and reflect on emotions
c. Ability to engage, prolong, or detach from an emotional state
d. Ability to manage emotions in oneself
e. Ability to manage emotions in others

Knowledge (SEL)

3. Based upon your understanding, what is social and emotional learning?

SEL insert

PLEASE READ these definitions of social and emotional learning. Please consider these definitions as you continue the survey. After completed, click NEXT to continue.

Some researchers have defined social and emotional learning as follows:

Social and emotional learning focuses on one's ability to understand, manage and express the social emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development (Plainfield Board of Education, 2004).

Social and emotional learning is the process through which children and adults develop the skills, attitudes, and values necessary to acquire social and emotional competence (Plainfield Board of Education, 2004).

Social and emotional learning programs build children's skills to recognize and manage their emotions, appreciate the perspectives of others, establish positive goals, make responsible decisions, and handle interpersonal situations effectively (Greenberg et al., 2003).

EI covered in college

4. Was emotional intelligence addressed in your college courses?

◯ Yes
◯ No

Yes - EI in college

5. How much of a course was devoted to emotional intelligence?

◯ Mentioned within another topic
◯ An entire lecture was devoted to emotional intelligence
◯ An entire chapter was devoted to emotional intelligence
◯ An entire course was devoted to emotional intelligence
◯ Other (please specify)

6. In which field of study was emotional intelligence covered? (check ALL that apply)

☐ Teacher Education
☐ Psychology
☐ Sociology
☐ Social Work
☐ Criminal Justice Studies
☐ Business
☐ Other (please specify)

7. At what level of education was emotional intelligence covered? (check ALL that apply)

☐ Undergraduate

☐ Graduate - Masters

☐ Graduate - Doctorate

SEL covered in college

8. Was social and emotional learning addressed in your college courses?

○ Yes

○ No

Yes - SEL in college

9. How much of a course was devoted to social and emotional learning?

○ Mentioned within another topic

○ An entire lecture was devoted to social and emotional learning

○ An entire chapter was devoted to social and emotional learning

○ An entire course was devoted to social and emotional learning

○ Other (please specify)

10. In which field of study was social and emotional learning covered? (check ALL that apply)

☐ Teacher Education

☐ Psychology

☐ Sociology

☐ Social Work

☐ Criminal Justice Studies

☐ Business

☐ Other (please specify)

11. At what level of education was social and emotional learning covered? (check ALL that apply)

☐ Undergraduate

☐ Graduate - Masters

☐ Graduate - Doctorate

EI formally presented

12. Have you ever had formal training in emotional intelligence and social and emotional learning?

○ Yes
○ No

YES - Formal EI training

13. Regarding your formal training, please select ALL that apply:

☐ Did you independently seek training?

☐ Was it sponsored by an employer?

☐ Was is presented by an independent organization (e.g., CASEL)?

☐ Was it a requirement within your teacher preparation/college courses?

☐ Other (please specify)

EI in-service training

14. Within your school district, is emotional intelligence and/or social and emotional learning presented to teachers during in-service training?

○ Yes
○ No

Yes - in-service training

15. How is this information presented? (select ALL that apply)

☐ Briefly mentioned within another topic

☐ PowerPoint © presentation devoted to emotional intelligence and social and emotional learning

☐ Formal workshop training (school developed and implemented)

☐ Formal workshop training (independent organization, e.g., CASEL)

☐ Information/current research distributed to read on your own

☐ Other (please specify)

ADMIN - SECTION 2. Need

PLEASE READ the following description of psychological burnout as it applies to educators. Please consider this description as you continue the survey. After completed, click NEXT to continue.

Current research attributes educator burnout to: unmotivated and disruptive students, large class sizes, student differences and needs, special needs of individual students, limited resources, juggling of multiple professional roles, administrative requirements, red tape, lack of supervisor support, lack of parent support, testing standards, professional development expectations, accountability, and communication with parents/administration/peers (Brackett & Katulak, 2006; Burke et al., 1996; Kaufhold & Johnson, 2005; Kremenitzer, 2005).

16. To what extent do you believe psychological burnout can negatively impact one's ability to teach?

◯ 0 -- Not at all   ◯ 1   ◯ 2   ◯ 3   ◯ 4 -- Very much

17. On average, what percentage of Centerville teachers do you believe to be experiencing at least a moderate level of psychological burnout?

◯ 0-10%
◯ 11-20%
◯ 21-30%
◯ 31-40%
◯ 41-50%
◯ 51-60%
◯ 61-70%
◯ 71-80%
◯ 81-90%
◯ 91-100%

18. How frequently, on average do Centerville teachers come to you complaining of psychological burnout? (select the option that best applies)

◯ 0-2 complaints per day
◯ 3+ complaints per day
◯ 0-2 complaints per week
◯ 3+ complaints per week
◯ 0-2 complaints per month
◯ 3+ complaints per month

Training outcomes insert

PLEASE READ the potential social and emotional training outcomes. Please consider this description as you continue the survey. After completed, click NEXT to continue.

Some of the advantages of social and emotional skill development for educators include more effective classroom and stress management, improvements in personal and professional relationships, and enhancements in leadership skills and decision making.

19. How important is social and emotional skill development for teachers, as it pertains to effective teaching?

○ 0 -- Not at all   ○ 1   ○ 2   ○ 3   ○ 4 -- Very much

ADMIN - SECTION 3: Roadblocks

20. Who should be providing the social and emotional education and training for teachers? (select ALL that apply)

☐ The place of employment

☐ Colleges of education - Bachelors level

☐ Colleges of education - Masters level

☐ Social and emotional skill development does not need to be taught

☐ Other (please specify)

21. Has your school ever seriously considered implementing social and emotional training for teachers?

○ Yes
○ No
○ Unsure

22. Why has formal school-wide teacher training NOT been pursued? (check ALL that apply)

- [ ] Lack of knowledge
- [ ] Lack of compelling evidence for its legitimacy
- [ ] Lack of training program availability
- [ ] Lack of funding
- [ ] Other training priorities
- [ ] Time constraints
- [ ] Unsure
- [ ] Other (please specify)

23. Considering the research presented to you during this survey, how likely are you to implement district-wide formal social and emotional training for your teachers?

◯ 0 -- Unlikely   ◯ 1   ◯ 2   ◯ 3   ◯ 4 -- Very likely

24. How likely are you to consider promoting social and emotional training for teachers by encouraging them to seek it individually (i.e., as a way of meeting Professional Development requirements/Continuing Education Units)?

◯ 0 -- Unlikely   ◯ 1   ◯ 2   ◯ 3   ◯ 4 -- Very likely

ADMIN - Background

25. Please type in your age, in years:

26. Sex:

◯ Male
◯ Female

27. Highest level of education, including degrees in progress?

◯ High school
◯ Bachelors
◯ Masters
◯ Doctorate

28. Years in which you received your degree(s)?

Bachelors:

Masters:

Doctorate:

29. Number of years holding an administrative position?

◯ 0-5 years
◯ 6-10 years
◯ 11-15 years
◯ 16-20 years
◯ 21-25 years
◯ 26+ years

30. Are you currently a licensed educator?

◯ Yes
◯ No

31. Number of years as a licensed educator?

◯ 0-5 years
◯ 6-10 years
◯ 11-15 years
◯ 16-20 years
◯ 21-25 years
◯ 26+ years

DEBRIEFING

DEBRIEFING

INFORMATION ABOUT THE STUDY:
Given the positive results reported from student emotional literacy programs, I set out to gain an understanding of knowledge of and attitudes regarding social and emotional education in Dayton, Ohio. The goals of the present are to: (1) assess local educator's general knowledge of emotional intelligence; (2) gauge how and where one's emotional intelligence knowledge base is acquired; (3) assess the extent to which school districts are addressing educator skill development; (4) assess the link between severity of psychological burnout and interest in skill development; and (5) assess perceived roadblocks hindering the development of educator social and emotional training programs.

In recent years, researchers have begun to address the role of emotional intelligence within the field of education. Educators now have a greater understanding that learning is not a strictly cognitive process, but that cognition and emotions are intrinsically intertwined within the learning process. Emotions strongly interact with learning, attention, motivation, decision making, and social interactions – core elements within formal education (Kress, Norris, Schoenholz, Elias, & Seigle, 2004; Kassem, 2002; Sylwester, 1994).

To address these issues, a significant amount of current social-emotional research has focused on student emotional literacy programs. These programs address the core tenets of emotional intelligence: perception, expression, understanding, and management of emotions. Experts in education research have come to acknowledge that some individuals may only acquire these skills through explicit forms of instruction and training via emotional literacy programs (Elksnin & Elksnin, 2003). That is, these core social and emotional skills that are specifically targeted within emotional literacy programs are not necessarily acquired naturally, at home or within the typical school setting. As research indicates, emotionally-related abilities are predictive of later life success; therefore, literacy programs emphasize building a foundation of skills that children will need for the rest of their lives. Student emotional literacy programs report significant changes in areas such as: adaptability, leadership, study skills, aggression, anxiety, problem and/or violent behaviors, hyperactivity, attention, impulse control, social skills, school performance, attendance, relationships, and motivation (Brackett & Katulak, 2006; Cherniss et al., 2006; Frey et al., 2005; Greenberg et al., 2003; Kress et al., 2004; Mayer, Salovey, & Caruso, 2004; O'Nell, 1996; Parker et al., 2005; Qualter, Gardner, & Whiteley, 2007; Stys & Brown, 2004; Weissberg, 2005; www.ei-schools.com; www.isbe.state.il.us; www.casel.org).

Although student emotional literacy programs are becoming more common throughout the United States, research on the development of educators' social and emotional skills is only in its early stages. While student skill development may be the ultimate goal, this is not possible without educators first developing their own social and emotional skills and establishing the necessary classroom environment conducive for student development. As students often need more explicit instruction, via formal training, experts suggest that educators also need formal professional training in order to develop and master these core skills effectively. The development of an educator's own skills can have profound effects on personal well-being, the classroom environment, teacher-student interactions and ultimately student success.

For further information about this area of psychological research, you may want to read the sources cited below.

REFERENCES:
Brackett, M. A., & Katulak, N. A. (2006). Emotional intelligence in the classroom: Skill-based training for teachers and students. In J. Ciarrochi & J. D. Mayer (Eds.), Improving emotional intelligence: A practitioner's guide (pp. 1-27). New York: Psychology Press/ Taylor & Francis.

Elksnin, L. K., & Elksnin, N. (2003). Fostering social-emotional learning in the classroom. Education, 124, 63-75.

Kremenitzer, J. P. (2005). The emotionally intelligent early childhood educator: Self-reflective journaling. Early Childhood Education Journal, 33(1), 3-9.

Kress, J. S., Norris, J. A., Schoenholz, D. A., Elias, M. J., & Seigle, P. (2004). Bringing together educational standards and social emotional learning: Making the case for educators. American Journal of Education, 111, 68-89.

Salovey, P., Brackett, M., & Mayer, J. (Eds.). (2004). Emotional intelligence: Key readings on the Mayer and Salovey model. New York: Dude Publishing.

INTERNET RESOURCES:
www.casel.org
www.csee.net
www.ei-schools.com

ASSURANCE OF PRIVACY:
Participants will be identified by a participant number within the data set and only statements about group demographics and

APPENDIX B: Educator Survey

responses will be used in any publications and/or presentations resulting from this research.

CONTACT INFORMATION:
Any questions or concerns regarding the nature and procedures of the study should be directed to:
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University of Dayton
(248) 535-8220
Beauvaja@notes.udayton.edu

Dr. Susan Davis
Faculty/Masters Thesis Advisor, Department of Psychology
University of Dayton
(937) 229-1345
Susan.Davis@notes.udayton.edu

Any concerns regarding the participant's rights as a research participant should be directed to:
Jon Nieberding
Institutional Review Board (IRB), Chair
University of Dayton
(937) 229-4053
Jon.Nieberding@udri.udayton.edu

In order to print this information: **SAVE** this page to your personal computer. You can then **PRINT** the document at your convenience.

Admin - THE END

32. This is the end of the survey. Please click YES to store your data.

◯ Yes

------------------- EDUCATOR -------------------

[EDU] SECTION 1: Knowledge (EI)

33. Based upon your understanding, what is emotional intelligence?

Knowledge insert

PLEASE READ this definition of emotional intelligence and consider the abilities within the Four Branch Model of Emotional Intelligence as you continue the survey. After completed, click NEXT to continue.

Some researchers have defined emotional intelligence as follows:

Mayer and Salovey (1997) have defined emotional intelligence as follows: "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."

The Four-Branch Model of Emotional Intelligence (Mayer & Salovey, 1997)
1) The perception, appraisal, and expression of emotion
a. Ability to identify emotion in one's physical and psychological states
b. Ability to identify emotion in other people
c. Ability to express emotions accurately and to express needs related to them
d. Ability to discriminate between honest and dishonest feelings

2) Emotional facilitation of thinking
a. Ability to redirect and prioritize thinking on the basis of associated feelings
b. Ability to generate emotions to facilitate judgment and memory
c. Ability to capitalize on mood changes to appreciate multiple points of view
d. Ability to use emotional states to facilitate problem solving and creativity

3) Understanding and analyzing emotions; Employing emotional knowledge
a. Ability to understand relationships among various emotions
b. Ability to perceive the causes and consequences of emotions
c. Ability to understand complex feelings, emotional blends, and contradictory states
d. Ability to understand transitions among emotions

4) Reflective regulation of emotions to promote emotional and intellectual growth
a. Ability to be open to feelings, both pleasant and unpleasant
b. Ability to monitor and reflect on emotions
c. Ability to engage, prolong, or detach from an emotional state
d. Ability to manage emotions in oneself
e. Ability to manage emotions in others

Knowledge (SEL)

34. Based upon your understanding, what is social and emotional learning?

SEL insert

PLEASE READ these definitions of social and emotional learning. Please consider these definitions as you continue the survey. After completed, click NEXT to continue.

Some researchers have defined social and emotional learning as follows:

Social and emotional learning focuses on one's ability to understand, manage and express the social emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting to the complex demands of growth and development (Plainfield Board of Education, 2004).

Social and emotional learning is the process through which children and adults develop the skills, attitudes, and values necessary to acquire social and emotional competence (Plainfield Board of Education, 2004).

Social and emotional learning programs build children's skills to recognize and manage their emotions, appreciate the perspectives of others, establish positive goals, make responsible decisions, and handle interpersonal situations effectively (Greenberg et al., 2003).

EI covered in college

35. Was emotional intelligence addressed in your college courses?

◯ Yes
◯ No

Yes - EI in college

36. How much of a course was devoted to emotional intelligence?

◯ Mentioned within another topic

◯ An entire lecture was devoted to emotional intelligence

◯ An entire chapter was devoted to emotional intelligence

◯ An entire course was devoted to emotional intelligence

◯ Other (please specify)

37. In which field of study was emotional intelligence covered? (check ALL that apply)

☐ Teacher Education

☐ Psychology

☐ Sociology

☐ Social Work

☐ Criminal Justice Studies

☐ Business

☐ Other (please specify)

38. At what level of education was emotional intelligence covered? (check ALL that apply)

☐ Undergraduate

☐ Graduate - Masters

☐ Graduate - Doctorate

SEL covered in college

39. Was social and emotional learning addressed in your college courses?

○ Yes

○ No

Yes - SEL in college

40. How much of a course was devoted to social and emotional learning?

○ Mentioned within another topic

○ An entire lecture was devoted to social and emotional learning

○ An entire chapter was devoted to social and emotional learning

○ An entire course was devoted to social and emotional learning

○ Other (please specify)

41. In which field of study was social and emotional learning covered? (check ALL that apply)

☐ Teacher Education

☐ Psychology

☐ Sociology

☐ Social Work

☐ Criminal Justice Studies

☐ Business

☐ Other (please specify)

42. At what level of education was social and emotional learning covered? (check ALL that apply)

☐ Undergraduate

☐ Graduate - Masters

☐ Graduate - Doctorate

EI formally presented

43. Have you ever had formal training in emotional intelligence and social and emotional learning?

◯ Yes
◯ No

Yes - formally presented

44. Regarding your formal training, please select ALL that apply:

☐ Did you independently seek training?

☐ Was it sponsored by an employer?

☐ Was is presented by an independent organization (e.g., CASEL)?

☐ Was it a requirement within your teacher preparation/college courses?

☐ Other (please specify)

EI in-service training

45. Within your school district, is emotional intelligence and/or social and emotional learning presented to teachers during in-service training?

◯ Yes
◯ No

Yes - in-service training

46. How is this information presented? (select ALL that apply)

☐ Briefly mentioned within another topic

☐ Power Point © presentation devoted to emotional intelligence and social and emotional learning

☐ Formal workshop training (school developed and implemented)

☐ Formal workshop training (independent organization, e.g., CASEL)

☐ Information/current research distributed to read on your own

☐ Other (please specify)

[EDU] - SECTION 2. Need

47. Below are statements with which you may agree or disagree. Using the scale, please indicate the degree of your agreement by selecting the number that corresponds with the statement.

	(1)Strongly Agree	(2)Agree	(3)Disagree	(4)Strongly Disagree
I always find new and interesting aspects in my work.	◯	◯	◯	◯
There are days when I feel tired before I arrive at work.	◯	◯	◯	◯
It happens more and more often that I talk about my work in a negative way.	◯	◯	◯	◯
After work, I tend to need more time than in the past in order to relax and feel better.	◯	◯	◯	◯
I can tolerate the pressure of my work very well.	◯	◯	◯	◯
Lately, I tend to think less at work and do my job almost mechanically.	◯	◯	◯	◯
I find my work to be a positive challenge.	◯	◯	◯	◯
During my work, I often feel emotionally drained.	◯	◯	◯	◯
Over time, one can become disconnected from this type of work.	◯	◯	◯	◯
After working, I have enough energy for my leisure activities.	◯	◯	◯	◯
Sometimes I feel sickened by my work tasks.	◯	◯	◯	◯
After my work, I usually feel worn out and weary.	◯	◯	◯	◯
This is the only type of work that I can imagine myself doing.	◯	◯	◯	◯
Usually, I can manage the amount of my work well.	◯	◯	◯	◯
I feel more and more engaged in my work.	◯	◯	◯	◯
When I work, I usually feel energized.	◯	◯	◯	◯

Burnout insert

PLEASE READ the following description of psychological burnout as it applies to educators. Please consider this description as you continue the survey. After completed, click NEXT to continue.

Current research attributes educator burnout to: unmotivated and disruptive students, large class sizes, student differences and needs, special needs of individual students, limited resources, juggling of multiple professional roles, administrative requirements, red tape, lack of supervisor support, lack of parent support, testing standards, professional development expectations, accountability, and communication with parents/administration/peers (Brackett & Katulak, 2006; Burke et al., 1996; Kaufhold & Johnson, 2005; Kremenitzer, 2005).

48. To what extent do you believe psychological burnout can negatively impact one's ability to teacher?

◯ 0 -- Not at all   ◯ 1   ◯ 2   ◯ 3   ◯ 4 -- Very much

49. On average, what percentage of your fellow Centerville teachers do you believe to be experiencing at least a moderate level of psychological burnout?

◯ 0-10%
◯ 11-20%
◯ 21-30%
◯ 31-40%
◯ 41-50%
◯ 51-60%
◯ 61-70%
◯ 71-80%
◯ 81-90%
◯ 91-100%

50. How frequently, on average do fellow Centerville teachers come to you complaining of psychological burnout? (select the option that best applies)

◯ 0-2 complaints per day
◯ 3+ complaints per day
◯ 0-2 complaints per week
◯ 3+ complaints per week
◯ 0-2 complaints per month
◯ 3+ complaints per month

Training outcomes insert

PLEASE READ the potential social and emotional training outcomes. Please consider this description as you continue the survey. After completed, click NEXT to continue.

Some of the advantages of social and emotional skill development for educators include more effective classroom and stress management, improvements in personal and professional relationships, and enhancements in leadership skills and decision making.

51. How important is social and emotional skill development for teachers, as it pertains to effective teaching?

◯ 0 -- Not at all   ◯ 1   ◯ 2   ◯ 3   ◯ 4 -- Very much

[EDU] - SECTION 3: Roadblocks

52. Who should be providing the social and emotional education and training for teachers? (select ALL that apply)

☐ The place of employment

☐ Colleges of education - Bachelors level

☐ Colleges of education - Masters level

☐ Social and emotional skill development does not need to be taught

☐ Other (please specify)

53. Has your school ever seriously considered implementing social and emotional training for teachers?

◯ Yes

◯ No

◯ Unsure

54. Why has formal school-wide teacher training NOT been pursued?

☐ Lack of knowledge

☐ Lack of compelling evidence for its legitimacy

☐ Lack of training program availability

☐ Lack of funding

☐ Other training priorities

☐ Time constraints

☐ Unsure

☐ Other (please specify)

55. Considering the research presented to you during this survey, how likely are you to individually seek out social and emotional training for yourself?

◯ 0 -- Unlikely   ◯ 1   ◯ 2   ◯ 3   ◯ 4 -- Very likely

56. If social and emotional training were encouraged by the administration (as a means of meeting professional development points/Continuing Education Units) how likely are you to obtain formal training?

◯ 0 -- Unlikely   ◯ 1   ◯ 2   ◯ 3   ◯ 4 -- Very likely

[EDU] - Background

57. Please type in your age, in years:

58. Sex:

◯ Male
◯ Female

59. Highest level of education, including degrees in progress:

◯ High school
◯ Bachelors
◯ Masters
◯ Doctorate

60. Years in which you received your degree(s):

Bachelors:

Masters:

Doctorate:

61. Number of years as a licensed educator:

◯ 0-5 years
◯ 6-10 years
◯ 11-15 years
◯ 16-20 years
◯ 21-25 years
◯ 26+ years

62. Number of years with the Centerville school district?

○ 0-5 years
○ 6-10 years
○ 11-15 years
○ 16-20 years
○ 21-25 years
○ 26+ years

63. What grade(s) do you currently teach? (check ALL that apply)

☐ Pre-K
☐ Kindergarten
☐ 1
☐ 2
☐ 3
☐ 4
☐ 5
☐ 6
☐ 7
☐ 8
☐ 9
☐ 10
☐ 11
☐ 12

DEBRIEFING

DEBRIEFING

INFORMATION ABOUT THE STUDY:
Given the positive results reported from student emotional literacy programs, I set out to gain an understanding of knowledge of and attitudes regarding social and emotional education in Dayton, Ohio. The goals of the present are to: (1) assess local educator's general knowledge of emotional intelligence; (2) gauge how and where one's emotional intelligence knowledge base is acquired; (3) assess the extent to which school districts are addressing educator skill development; (4) assess the link between severity of psychological burnout and interest in skill development; and (5) assess perceived roadblocks hindering the development of educator social and emotional training programs.

In recent years, researchers have begun to address the role of emotional intelligence within the field of education. Educators now have a greater understanding that learning is not a strictly cognitive process, but that cognition and emotions are intrinsically intertwined within the learning process. Emotions strongly interact with learning, attention, motivation, decision making, and social interactions – core elements within formal education (Kress, Norris, Schoenholz, Elias, & Seigle, 2004; Kassem, 2002; Sylwester, 1994).

To address these issues, a significant amount of current social-emotional research has focused on student emotional literacy programs. These programs address the core tenets of emotional intelligence: perception, expression, understanding, and management of emotions. Experts in education research have come to acknowledge that some individuals may only acquire these skills through explicit forms of instruction and training via emotional literacy programs (Elksnin & Elksnin, 2003). That is, these core social and emotional skills that are specifically targeted within emotional literacy programs are not necessarily acquired naturally, at home or within the typical school setting. As research indicates, emotionally-related abilities are predictive of later life success; therefore, literacy programs emphasize building a foundation of skills that children will need for the rest of their lives. Student emotional literacy programs report significant changes in areas such as: adaptability, leadership, study skills, aggression, anxiety, problem and/or violent behaviors, hyperactivity, attention, impulse control, social skills, school performance, attendance, relationships, and motivation (Brackett & Katulak, 2006; Cherniss et al., 2006; Frey et al., 2005; Greenberg et al., 2003; Kress et al., 2004; Mayer, Salovey, & Caruso, 2004; O'Neil, 1996; Parker et al., 2005; Qualter, Gardner, & Whiteley, 2007; Stys & Brown, 2004; Weissberg, 2005; www.ei-schools.com; www.isbe.state.il.us; www.casel.org).

Although student emotional literacy programs are becoming more common throughout the United States, research on the development of educators' social and emotional skills is only in its early stages. While student skill development may be the ultimate goal, this is not possible without educators first developing their own social and emotional skills and establishing the necessary classroom environment conducive for student development. As students often need more explicit instruction, via formal training, experts suggest that educators also need formal professional training in order to develop and master these core skills effectively. The development of an educator's own skills can have profound effects on personal well-being, the classroom environment, teacher-student interactions and ultimately student success.

For further information about this area of psychological research, you may want to read the sources cited below.

REFERENCES:
Brackett, M. A., & Katulak, N. A. (2006). Emotional intelligence in the classroom: Skill-based training for teachers and students. In J. Ciarrochi & J. D. Mayer (Eds.), Improving emotional intelligence: A practitioner's guide (pp. 1-27). New York: Psychology Press/ Taylor & Francis.

Elksnin, L. K., & Elksnin, N. (2003). Fostering social-emotional learning in the classroom. Education, 124, 63-75.

Kremenitzer, J. P. (2005). The emotionally intelligent early childhood educator: Self-reflective journaling. Early Childhood Education Journal, 33(1), 3-9.

Kress, J. S., Norris, J. A., Schoenholz, D. A., Elias, M. J., & Seigle, P. (2004). Bringing together educational standards and social emotional learning: Making the case for educators. American Journal of Education, 111, 68-89.

Salovey, P., Brackett, M., & Mayer, J. (Eds.). (2004). Emotional intelligence: Key readings on the Mayer and Salovey model. New York: Dude Publishing.

INTERNET RESOURCES:
www.casel.org
www.csee.net
www.ei-schools.com

ASSURANCE OF PRIVACY:
Participants will be identified by a participant number within the data set and only statements about group demographics and responses will be used in any publications and/or presentations resulting from this research.

CONTACT INFORMATION:
Any questions or concerns regarding the nature and procedures of the study should be directed to:
Jessie Beauvais
Masters Degree Candidate
University of Dayton
(248) 535-8220
Beauvaja@notes.udayton.edu

Dr. Susan Davis
Faculty/Masters Thesis Advisor, Department of Psychology
University of Dayton
(937) 229-1345
Susan.Davis@notes.udayton.edu

Any concerns regarding the participant's rights as a research participant should be directed to:
Jon Nieberding
Institutional Review Board (IRB), Chair
University of Dayton
(937) 229-4053
Jon.Nieberding@udri.udayton.edu

In order to print this information: **SAVE** this page to your personal computer. You can then **PRINT** the document at your convenience.

THE END

Thank you for your participation; your responses will provide insight into this important area of research!

APPENDIX C: Letter of Approval

March 20, 2007

Dr. Greg Elvers
Research Review and Ethics Committee
Psychology Department
University of Dayton

Dear Dr. Elvers,

Please accept this correspondence as formal permission for Jessie Beauvais to solicit participants and conduct research pertaining to emotional intelligence and social and emotional learning within the Centerville School District. Please let me know if you have any questions. Thank you.

Sincerely,

Tom Henderson, Ph.D.
Director of Personnel
Centerville City Schools

APPENDIX D: Introductory E-mail

From:"Tom Henderson" <Tom.Henderson@centerville.k12.oh.us>
To:

Date: Tuesday, May 29, 2007 05:52PM
Subject: U.D. survey

Because our District has won several awards for both our Staff Development and Mentoring Programs we get requests from various universities and agencies to participate in research studies and surveys. The information below is a request from the University of Dayton. Although the request is voluntary, the University of Dayton always values what we do with regards to staff and students. I am hopeful you will find a few minutes to complete the on-line survey.

Thanks,
Tom

UNIVERSITY of
DAYTON

Centerville administrators and teachers,

We are interested in conducting research on emotional intelligence and social and emotional training and their relationship to education. This assessment targets factors such as participants' current knowledge base, interest, and perceptions of the topics at hand. Additionally, this assessment examines the impact of implementation roadblocks and occupational burnout as they relate to social and emotional training. Your participation will greatly impact this important and active area of research. Please be aware that this is not a simple replication of previous research within the field, but a new focus directed at assessing the current understanding of topics critical to the field of education and teacher training. This research project is sponsored, in part, by the University of Dayton Research Council.

Below you will find a link which will lead you to an on-line questionnaire posted through surveymonkey.com. By clicking this link your consent to participate is assumed. However, your participation is strictly voluntary.

http://www.surveymonkey.com/s.asp?u=934393868754

Duration of Study: The questionnaire format is user-friendly and fast. This single on-line questionnaire will take approximately 15-25 minutes to complete.

Confidentiality of Data: All answers will remain confidential. Participants may become uniquely identified by responding to all of the demographic questions. However, participants will *only* be identified by a participant number within the data set and only statements about group demographics and responses will be used in any publications and/or presentations resulting from this research. Surveymonkey.com does not, "collect personally identifiable information about you except when you specifically provide this information on a voluntary basis."

Adverse Effects and Risks: No adverse effects are anticipated. Although no discomfort is anticipated in your responding, you may cease participation at any time.

Debriefing: The final on-line screen of the questionnaire will provide you with an expanded description of the study, references for further information, and contact information. You will be instructed how to save and print the debriefing document, should you desire, from your personal computer. If you wish to obtain the document at a later date, feel free to email Jessie Beauvais.

Contact Information: Any questions or concerns regarding the nature and procedures of the study can be directed to:
Jessie Beauvais
Masters Degree Candidate
University of Dayton
Beauvaja@notes.udayton.edu

Dr. Susan Davis
Faculty/Masters Thesis Advisor; Department of Psychology
University of Dayton
Susan.Davis@notes.udayton.edu

Any concerns regarding the participant's rights as a research participant should be directed to:
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Institutional Review Board (IRB), Chair
University of Dayton
(937) 229-4053
Jon.Nieberding@udri.udayton.edu

Thank you for your participation; your responses will provide insight into this important area of research!

APPENDIX E: Reminder E-mail

From: "Tom Henderson" <Tom.Henderson@centerville.k12.oh.us>
To:

Date: Monday, June 04, 2007 02:25PM
Subject: U.D. survey

If you have a few minutes - U.D. would appreciate it if you could help them with the survey attached.

Thanks,
Tom

UNIVERSITY of
DAYTON

Centerville administrators and teachers,

We are interested in conducting research on emotional intelligence and social and emotional training and their relationship to education. This assessment targets factors such as participants' current knowledge base, interest, and perceptions of the topics at hand. Additionally, this assessment examines the impact of implementation roadblocks and occupational burnout as they relate to social and emotional training. Your participation will greatly impact this important and active area of research. Please be aware that this is not a simple replication of previous research within the field, but a new focus directed at assessing the current understanding of topics critical to the field of education and teacher training. This research project is sponsored, in part, by the University of Dayton Research Council.

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Thank you for your participation; your responses will provide insight into this important area of research!