Teachers’ Perceptions and Practices Regarding Improving Elementary Students’ Emotional Intelligence Skills

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Abstract

The purpose of the current study was to determine elementary school teachers’ perceptions and practices regarding the improvement of elementary school students’ intrapersonal and interpersonal emotional intelligence skills. The study also aimed to identify teachers’ current methods of instruction for improving students’ emotional intelligence as well as any issues that hinder teachers from improving students’ emotional intelligence. 170 elementary school teachers in 18 schools within Cowichan Valley School District #79 on Vancouver Island, British Columbia, Canada were sent a mixed-method survey by mail to complete (Appendix A). The surveys were distributed in early October 2012 and returned by the end of October 2012. 87 out of a possible 170 surveys were collected from elementary teachers in Cowichan Valley School District #79 indicating a 51% return rate. Data collected indicated that teachers felt it is the responsibility of parents to teach emotional intelligence skills to their own children. Despite this belief, and lack of parental support for their efforts, teachers said that they spent a significant part of their school day attending to many students’ emotional needs. Teachers felt it was now part of their job to teach students intrapersonal and interpersonal emotional intelligence (EI) skills. Teachers in this study were not unanimous in their perceptions that EI skills are more important than academic skills for successful learning. 55% of the teachers felt EI skills were more important than academic skills for successful learning. 45% of the teachers were undecided or disagreed that EI skills were more important than academic skills for successful learning. Teachers also varied in their opinions regarding the role of counsellors in the facilitation of their students’ emotional needs. Lack of counsellor support was one of many issues expressed by teachers as hindering the improvement of students’ EI skills (Table 4.4). Other teacher, school,
and student related issues hindering the improvement of students’ EI skills included: lack of time to teach EI skills, lack of proper teacher training, classroom sizes and compositions, family situations such as poverty, and poor parenting skills. Data indicated that school-wide conflict resolution programs such as the Marvin Marshall Program, were the most popular social and emotional learning (SEL) methods used by participants to teach EI skills to students. As well, teachers used a variety of emotion processing methods for the instruction of improving students’ emotional intelligence within their own classrooms (Appendix E). Approximately 70% of teachers surveyed felt that the British Columbia Social Responsibility Rubrics should include the statement: “Students display both intrapersonal and interpersonal emotional intelligence skills.” At the present time, the B.C. Social Responsibility Rubrics focus on students’ interpersonal EI skills. Intrapersonal EI skills, the pre-requisite to interpersonal skills, are excluded in the B.C. Rubrics.
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Chapter 1: Introduction

Purpose of the Study

With increased knowledge of the brain from new brain-imaging technologies, researchers have become more aware of how one thinks, feels, dreams, and imagines (Goleman, 1995; Jensen, 1998). The recent discussion of emotions and the role they play in regards to one’s behaviour has resulted in emotional intelligence (EI) becoming a popular topic of interest among educators. Interest in EI escalated with Gardner’s (1993) proposed theory of multiple intelligences that included: intrapersonal emotional intelligence or ability to distinguish between one’s own feelings and how to use this ability to guide one’s own behaviour, and interpersonal emotional intelligence or the ability to distinguish between others’ feelings, infer motivations and intentions, and to act on this knowledge.

The purpose of this study was two-fold: it surveyed teachers regarding their perceptions in the development of two components of emotional intelligence for elementary school children: intrapersonal and interpersonal intelligences. It also investigated what preferred method of instruction teachers used to improve students’ emotional intelligence; for example, a combined social and emotional learning (SEL) instruction or a specific emotion processing instruction or other; as well as any issues that hindered teachers’ instruction of emotional intelligence to elementary school children.

Instructional practices related to improving the emotional intelligence of elementary school students falls under the British Columbia Social Responsibility Performance standards (British Columbia Ministry of Education, 2001), and for this reason is one of the foci of the current study. The current study aimed to determine if teachers are instructing emotional competence as described in the B.C. Social Responsibility prescribed learning outcomes which
stresses behavioural objectives in conflict situations (B.C. Ministry of Education, 2001). The B.C. Social Responsibility prescribed learning outcomes focus on the interpersonal emotional competence of students. In British Columbia, teachers must report on “social responsibility” for every elementary school student. There is an assumption made that both components of emotional intelligence; intrapersonal and interpersonal intelligences are taught within the social responsibility curriculum. However, teachers may be stressing the behavioural aspects of social responsibility to the exclusion of both intrapersonal and interpersonal emotional awareness and regulation. How effective could a social skills or character education program be, if children learn how to treat others ethically, but do not believe in, care about, or feel good about themselves (Bosacki, 2008)? Evans, Buckley, Harvey, and Yan (2010) agree that it is the interpersonal context that most clearly relates to children’s emotional development, but not exclusively so. The intrapersonal context of children’s emotional development is equally important to consider (Evans et al., 2010).

There is limited research on teachers’ perceptions and practices regarding the nurturing of students’ emotional needs. Teachers have the pivotal job of teaching EI to elementary school children because students spend most of their school day in the classroom, and most classroom activities are initiated and guided by teachers. It is therefore, important to study how teachers develop EI in school children (Alegre, 2011).

A study by Freedman (2003) indicates that EI of students can be improved through school instruction. Implementing a curriculum explicit to teaching emotional intelligence in schools could draw attention to unmet needs of students with immature emotions, improve the overall well-being of all individuals in the school, and create a humanistic dimension to the education system that is sorely missing (Pellitteri, Stern, Shelton, & Muller-Ackerman, 2006).
Emotional competence is a critical, if not the critical foundation for intellectual pursuits (Sylwester, 2000). Other benefits of this current study could include: (a) important conversations amongst teachers about student emotional development; (b) greater knowledge and awareness by teachers of the social responsibility curriculum as defined by the B.C. Ministry of Education; (c) greater attention to, and awareness of the concept of EI components: intrapersonal and interpersonal by teachers; (d) more involvement by teachers in EI curriculum development; (e) more commitment by teachers to teach EI.

The data obtained by the current study could inform education leaders of the challenges and issues concerning the delivery of EI programs. It could enlighten school leaders as to the current extent of teacher awareness and participation in the delivery of EI programs. As well, professional development opportunities could also be guided by the information received from teachers.

**Justification for the Study**

Attempts by researchers to establish a universal definition for EI, substantiate a theoretical framework, solidify assessment procedures, and validate long term implementation outcomes have proven difficult (Matthews, Zeidner, & Roberts, 2002). Despite the controversy, EI continues to be a focus of many social science empirical studies. For example, empirical studies have shown that having high EI can improve students’ academic achievement (Greenberg, Kusche, Cook, & Quamma, 1995; Howse, Calkins, Anastopoulos, Keane, & Shelton, 2003; Martin, 2011; Mavoreli, Petrides, Shove, & Whitehead, 2008; Scott, 2003; Trentacosta, 2006) as well as improve the social abilities of school children (Asher & Rose,
According to the British Columbia Social Responsibility Prescribed Learning Outcomes (British Columbia Ministry of Education, 2001), students are to express feelings honestly, manage anger appropriately, and listen politely in conflict situations. Students must identify problems, generate and find strategies, and even predict outcomes. They must show empathy, identify the feelings of others, use “I” statements, explain consequences of their own and other’s behaviours, and use criteria to evaluate their own behaviours in simple concrete situations. The British Columbia Social Responsibility prescribed learning outcomes assume students are emotionally aware of themselves and others and should act “socially responsible”. Students’ everyday emotions do not involve merely inter-individual competency; they also involve personal or internal emotions or intra-individual competency. How students handle their own emotions internally often reflect their responses to challenges and opportunities in the classroom (Morris, 1992).

Individual students may have emotional experiences as a result of home related incidents, and academic difficulties (Ahmed, van der Werf, Minnaert, & Kuyper, 2010). These intrapersonal experiences can cause students to have feelings of inadequacy, sadness, disappointment, resentment and anger (Pekrun, 2006). Other emotions expressed by students in intrapersonal situations could include: anxiety, worry, uncontrolled excitement, frustration, lack of motivation, and moodiness.

According to Bar-On, Maree, and Elias’ (2007) study, one’s self-management of emotions can affect one’s management of relationships. Both components of emotional intelligence: intrapersonal and interpersonal intelligences require knowledge and awareness of
self and others’ emotions, and reflective learning from past emotional experiences. Based upon
the following diagram by Bar-On et al. (2007) this current study examined teachers’ perceptions
and practices regarding improving students’ intrapersonal emotional intelligence as well as
interpersonal emotional intelligence.

![Diagram of Intrapersonal and Interpersonal Emotional Intelligences](image)

*Figure 1.1. Intrapersonal and Interpersonal Emotional Intelligences. Taken from Bar-On et al. (2007).*

Understanding one’s own emotions is prerequisite to self-control and anger management. Just as important is the understanding the emotions of others, which is crucial if learners are to read social situations accurately to respond to them appropriately (Bodine & Crawford, 1999).

There is no agreement among educators regarding the content of emotional intelligence curriculum or intervention strategies for emotionally immature students. Cobb and Mayer (2000) suggest there are two different approaches to EI instruction: an emotion processing curriculum and a social and emotional learning (SEL) curriculum. The first approach develops emotional reasoning and the second approach adds behavioural objectives and values to the emotional reasoning. Cobb and Mayer prefer the first approach for it favors creativity, healthy skepticism, and spontaneity, all of which are valued traits of an intelligent person. In other words, teaching students how to behave without reference to their emotions, is countering the “smart” part of EI
which requires knowing when to be tactful or compassionate, and when to be blunt or even cold and hard for one’s benefit.

Based on Cobb and Mayer’s (2000) suggestions of two approaches to EI instruction, this current study asked teachers what methods of instruction they preferred to use in order to enhance EI in elementary school children. The study also questioned teachers regarding any issues that hindered the instruction of EI skills to elementary school children.

The perceptions and practices of elementary school teachers regarding the emotional development of students are limited in research. Goleman (1995) suggests that while a child is still young there is a “neurological window of opportunity” to teach emotional intelligence. Because the brain’s prefrontal circuitry, which regulates how we act on what we feel, probably does not mature until mid-adolescence, this is the most opportune time to address emotional intelligence. Several researchers agree that childhood is the best time to facilitate emotional learning (Cassady & Eissa, 2008; Meyerhoff, 2007). An understanding of teachers’ perceptions and practices regarding students’ emotional intelligence will help to identify if empirical studies have transferred to classroom practices and if teachers are facilitating healthy emotional development of students.

**Research Questions**

My research questions are:

*What are elementary school teachers’ perceptions and practices regarding improving EI of elementary school students in two components of EI: intrapersonal and interpersonal intelligences?*
What issues hinder elementary school teachers from instructing EI to elementary school students?

Definition of Terms

Emotions are defined as feelings and state changes that affect one’s whole being at a certain moment in time. Emotions link feelings, thoughts, and actions together. Emotions can change one’s mental, physiological, biological, and electro-chemical states (Pert, 1997).

Emotional competence refers to a set of skills which enable an individual to adapt to and cope with their social environment.

Based on the research question, emotional intelligence (EI) was defined by two components:

1) **Intrapersonal** emotional skills or the skills required by an individual to perceive, understand, regulate, and express emotions from within one’s own mind (trait skills)

2) **Interpersonal** emotional skills or the skills required for maintaining beneficial relationships (action skills) (Austin, 2004; Bar-On, Maree, & Elias, 2007; Petrides & Furnham, 2000).

Operational Definitions of Terms

A student showing emotional intelligence would know how to understand, perceive, manage, and regulate all types of emotions during interpersonal relationships with other students, as well as during intrapersonal situations not involving other students. Sparrow and Knight (2006) sum this up by stating: EI is the habitual practice of using emotional information from ourselves and others, integrating this into our thinking, and using these to inform our decision making to help us get what we want in situations and in life in general.
A student displaying intrapersonal emotional intelligence would have the ability to internally perceive, control, and adapt emotions in personal situations such as the feelings one has prior to a public speaking engagement.

A student displaying interpersonal emotional intelligence would display appropriate emotions required to solve a conflict problem such as an altercation with another student.

These two components of emotional intelligences can be further expanded to include the following five educational components as suggested by Goleman (1995).

The first component is self-awareness or the ability to recognize and understand personal mood and emotions. Hallmarks of self-awareness include self-confidence, realistic self-assessment, and a self-deprecating sense of humour.

The second component is self-regulation or the ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and to think before acting. Hallmarks of self-regulation include trustworthiness, integrity, stress management, comfort with ambiguity, and openness to change (adaptability).

The third component is motivation or the passion to work for reasons that go beyond money and status: a propensity to pursue goals with energy and persistence. Hallmarks of motivation include a strong drive to be optimistic even in the face of failure and willingness to make organizational commitment.

The fourth component is empathy or the ability to understand the emotional makeup of other people. Hallmarks of empathy include the ability to know how another feels and the ability to treat people according to their emotional reactions.
The fifth component is social skills or the proficiency in managing relationships and building networks. Hallmarks of social skills include an ability to find common ground and build rapport.

The first three components above fall within intrapersonal emotional skills, and the last two components are interpersonal emotional skills.

The current study also looked at teachers’ practices. Teachers’ practices were defined as methods of instructing EI. Two instructional methods suggested by Cobb and Mayer (2000) include: a mixed method, or teaching emotions and emotional regulation within social situations referred to as a social emotional learning (SEL) method, and secondly, teaching a specific emotion processing program (apart from social situations).

An emotion processing curriculum would include: learning to name and recognize the emotions of self and others. A teacher may teach a specific lesson on the emotion of sadness; what causes it, how to recognize it, and appropriate ways an individual can respond to it. In a mixed method or SEL method a teacher would extend the lesson to include how to handle sadness within social situations involving two or more individuals.

Issues that hinder a teacher from instruction of emotional intelligence to elementary school children were defined as the factors that teachers name when asked about issues that make implementing emotional intelligence instruction challenging and may include teachers’ personal concerns, teachers’ school-related concerns, or teachers’ concerns related to students’ home situations.
Brief Overview of Study

A survey consisting of 18 statements, one multiple choice question, and one open-ended question was conducted in the fall of 2012 in the Cowichan Valley School District #79 on Vancouver Island, British Columbia, Canada. (Appendix A). The survey aimed to gather information about elementary teachers’ perceptions and practices regarding the improvement of students’ intrapersonal and interpersonal emotional intelligence skills. The survey also aimed to identify teachers’ current methods of instruction for improving students’ emotional intelligence as well as any issues that hinder teachers from improving students’ emotional intelligence. 170 surveys were sent by mail to 18 elementary schools within Cowichan Valley School District #79.
Chapter 2: Background and Review of Related Literature

Theory of Emotional Intelligence: What is it and why teach it?

The term emotional intelligence (EI) was first defined by Mayer and Salovey (1997) as 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 definition of EI by Mayer and Salovey (1997) combined two of Gardner’s (1993) Multiple Intelligences: Intrapersonal and Interpersonal Intelligences. The newly coined term of EI included the emotional awareness of one’s self and others, and the regulation of emotions to benefit one’s own life, and one’s life relationships.

Goleman (1995) further popularized the concept of EI by suggesting we have two brains and two different kinds of intelligences: rational (such as the abstract, analytic, and mechanical intelligences) and emotional (which can be related to the social intelligences). Goleman suggested that success in life is greatly determined by both one’s IQ and by one’s emotional intelligence. Intellect cannot work without emotional intelligence. Within two years after publication of Goleman’s (1995) book “Emotional Intelligence: Why it can matter more than IQ” more than 700 school districts in the United States implemented social emotional learning (SEL) programs designed to teach students social-emotional skills (Ratnesar, 1997). According to Cohen (2001) these SEL programs focussed on emotional awareness, social skills, and interpersonal problem solving.

Today, with huge pressures on teachers to focus on academics, less time is spent in the classroom teaching lessons that enhance children’s emotional intelligence. Achievement test
scores are the main focus of public school education (Adelman & Taylor, 2007). There is a growing belief among educators and psychologists that the emotional learning of children should be given even greater consideration in schools (Elias, Lantieri, Patti, Walberg, & Zins, 1999). According to Smith and Sandhu (2004) student success and resilience in school is dependent upon EI. Therefore, focusing entirely on the academics may be short changing students of practice in the awareness and management of emotions. One study shows that the pro-social skills a child demonstrates in grade three are a stronger predictor of academic success in grade eight than the academic achievement attained by that child in grade three (Caprara, Barbaranelli, Pastorelli, Bandura, & Zimbardo, 2000). With increasing educational empirical evidence showing the benefits of high EI and mounting pressure to focus on academics, it is questionable as to what extent teachers are facilitating healthy emotional development of students. It is important to survey teachers regarding their perceptions and practices in enhancing EI in elementary school students; including any issues that hinder teachers’ instruction of EI to elementary school students.

According to Goleman (1995) the school setting is one of the most important contexts for teaching emotional competencies and skills. The job of nurturing children’s emotions in perception and recognition, as well as children’s management of emotions, is being absorbed by school systems for the following reasons.

First, Goleman (1995) believes that parents spend little time teaching their children about emotions primarily due to economic pressures on both parents to make a living. He suggests parents once modelled appropriate behavioural reactions to stressful or difficult situations by verbalizing possible explanations for another individual’s behaviour and providing alternative reactions to bring about the best outcomes for an event (see also Ramey & Ramey, 1994).
Second, according to Gordon (2005), individuals with poor childhood attachment history almost always present with limited capacities for perception of other’s emotional states. Lack of interactions between parents and children at a young age can cause a deficit in the neural substrate for regulating emotions (Schore, 2001). Emotions are an infant’s first language (Gordon, 2005). During the first three years of life, face-to-face emotional communication or attachment experiences occur between mother and child. These interactions help the child to communicate feelings and recognize emotions through facial expression, prosody, voice tone, gesture and body language. These feelings and emotional responses are stored and retrieved primarily in the right hemisphere of the brain: the prefrontal cortex, and the amygdala. Several studies have shown how parents can enhance the emotional behaviours of their children through interaction and attachment experiences (Friedlmeier & Trommsdorff, 1999; Greenspan, 1998; Matthews et al. 2002). Goleman (1995) suggests that due to mothers working out of the home; these attachment experiences are limited. Consequently, children’s emotional perception experiences are also limited.

Third, Goleman (1995) also suggests that advancements in technology are creating generations of children with little or no playing, interacting or socializing with other children face to face. Children spend hours alone in front of hand-held games, computers, and televisions each day. This lack of interaction between children limits the important practice required for learning to perceive others’ emotions or learning to control one’s own emotions (Funk & Buchman, 1996; Kraut et al., 1998; Krosnick, Anand, & Hartl, 2003). Computer based communication such as Facebook, text-messaging, and online gaming filter out face-to-face social-emotional communication cues such as facial expressions, voice tones, prosody, and body
language (Carey, 2004). The use of computers may be short changing children in the practice of recognizing and expressing emotions.

Goleman (1995) further claims that emotional intelligence is a panacea for all psychological and social problems of children. The sense of urgency felt among educators to solve the psychological and social problems of children is growing. School counsellors, for example, can help to foster students’ social and emotional development by counselling students, teachers, and parents regarding the improvement of students’ emotional intelligence. However, many school districts in British Columbia, Canada have decreased counselling services due to economic cutbacks (BCTF, 2011). For this reason, elementary school teachers now have a primary responsibility for improving the emotional intelligence of elementary school students.

**Intrapersonal Emotional Intelligence and Interpersonal Emotional Intelligence**

Although, interpersonal emotional intelligence is the primary focus in elementary students’ social responsibility performance standards, it is not the only important component in emotional intelligence. Emotionally intelligent people solve problems of an interpersonal nature by first managing their own emotions effectively, and by being optimistic, positive, and self-motivated (Bar-On, Maree, & Elias, 2007). Intrapersonal intelligence is the pre-requisite to interpersonal social successes. Intrapersonal emotional intelligence includes the following skills: self-regard or the ability to accurately perceive, understand and accept oneself; self-awareness or the ability to be aware of and understand one’s emotions and feelings; assertiveness or the ability to effectively or constructively express one’s feelings; independence or the ability to be self-reliant and free of emotional dependency on others; and self-actualization or the ability to strive to achieve personal goals and actualize one’s potential. Students need to display
emotional competency primarily in conflict situations as suggested by the British Columbia Social Responsibility Performance Standards (British Columbia Ministry of Education, 2001). However, students display emotional competencies in all aspects of school routines such as personal goal setting, managing their own classroom behaviour, coping with failure, managing impulses, mood regulation, and stress management. If educators are genuinely concerned with nurturing the whole child - heart, mind, and soul - they need to consider the question of how competent and confident a child considered to be an academic “star” will become if the child feels emotionally unwell. The current study will explore issues around how teachers are improving students’ emotional intelligence skills, both intrapersonal and interpersonal. It will determine if teachers feel there is a need to include intrapersonal emotional competence in the British Columbia Social Responsibility Performance Standards (British Columbia Ministry of Education, 2001). By including intrapersonal emotional intelligence competency in the British Columbia Social Responsibility Performance Standards teachers can identify personal emotional needs of their students.

**Teachers’ Perceptions Regarding Improving Emotional Intelligence**

Hargreaves (1998) has long claimed that “emotions are at the heart of teaching” (p. 558) and what is more, “good teaching is charged with positive emotion” (p. 559). Hinton and Fischer, (2010) also agree that if learning institutions are responsible for cognitive development, they are automatically involved in emotional development as well. The current study will attempt to determine if and how educators encourage children to develop and maintain a healthy sense of self and emotional life in the classroom.
Limited research has investigated EI instruction from the perspective of the teachers. Yet, teachers are aware of the increase in children’s lack of intrapersonal as well as interpersonal emotional skills (Bar-On et al., 2007). Teachers continuously express concern for students who experience uncontrolled emotional outbursts; often disrupting the tone of the classroom, delaying their learning and the learning of others, and taking up precious teaching time (Bar-On et al., 2007).

A Greek study by Triliva and Poulou (2006) attempted to fill a noticeable gap in research on teachers’ perceptions and constructions regarding the development or implementation of SEL programs within the school setting.

Triliva and Poulou’s (2006) study explored teachers’ constructions and conceptual frameworks of: 1) what constitutes SEL; 2) how teachers construe the relationship between academic achievement, classroom management, and social and emotional development; 3) how teachers perceive their role in teaching SEL and how they incorporate it into curriculum; and 4) issues that hindered teachers’ instruction of EI to students.

Triliva and Poulou (2006) found that teachers did not understand the terminology of “social emotional learning” (SEL). However, they were able to determine the qualities of emotionally competent children. According to the teachers, students showing emotional competence could self-regulate emotions, could read emotional cues, could identify inner states of emotions, and were knowledgeable of emotion vocabulary. All teachers felt that EI was more important to student learning than academic achievement. Teachers felt a balance in students’ intrapersonal and interpersonal emotional competencies paved the way to academic successes in the classroom. The enhancement of social and emotional learning competencies was perceived by all teachers to have immediate consequences in classroom management as well. For example,
the teaching-learning process is facilitated by students who can manage their impulses and emotions, and control themselves in the classroom. Pedagogically, teachers would rather teach EI through curriculum and children’s experiences than through specific SEL programs. For example, teachers favored emotion processing lessons integrated into the study of Greek mythological characters based on students’ familiarity of cultural representations.

Finally, some teachers felt it was primarily up to parents to emotionally prepare their children. Teachers indicated that some issues hindered the success of instructing EI to their students. These issues included: the need for a more flexible curriculum, and the need for more teacher training to enhance individual student’s emotional skill requirements.

**Teachers’ Practices for Improving Emotional Intelligence**

When students are experiencing emotional upsets and have lost control in the classroom it is necessary for teachers to intervene beyond whole class instruction. This instruction must not disrupt the flow of the classroom, take time away from teaching, or interrupt other students’ learning. Interventions in some schools include: calming isolation rooms, phone calls home, time out areas within the classroom, hallways, or main office, and counsellor assistance.

It is internal conflicts or intrapersonal emotional conflicts, expressed in the form of emotional outbursts that require additional intervention and instruction not always taught in the current “social responsibility” curriculum, or varied conflict resolution programs.

At this time, there is an assumption that there is no one preferred model or curriculum to teach emotional intelligence to children, but rather a heterogeneous collection of programs, combining social, emotional, behavioural, and cognitive skills. According to the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2003) there are currently hundreds of
programs in thousands of schools that profess to enhance some aspect of EI although not all are empirically proven to work (Zeidner, Roberts, & Matthews, 2002). Nevertheless, there is a continued call for educators to take responsibility for improving the emotional and social growth of students due to a link between high EI and academic achievement, and the understanding that a productive educational experience is intertwined with emotional and social competencies (Liff, 2003).

According to Cobb and Mayer (2000) one specific way of improving emotional development of students is through social emotional learning (SEL) programs favoring interpersonal emotional development. It is school personnel, mainly teachers, who implement SEL programs within the schools. SEL is defined as the process through which children enhance their capacity to recognize and manage their emotions, appreciate the perspectives of others’, establish pro-social goals and solve problems, and use a variety of interpersonal skills to handle tasks. The benefits of SEL programs for students are well documented (Cohen, 1998; Elias, 1997; Saarni, 1988; 1997; 1999; 2000; Zins, Weissberg, Wang, & Walberg, 2001). Poulou (2007) suggests SEL programs cultivate social and emotional competencies in general and not exclusively to children with difficulties. The education system offers the most efficient systematic means of enhancing the positive development of social and emotional learning of large numbers of young people (Elias et al., 1994).

A recent study by Yan, Evans, and Harvey (2011) expands previous research on early childhood education, focussing on teacher-student emotional interactions in the elementary school classroom; also referred to by the authors as the emotional tone of the classroom (Harvey & Evans, 2003).
The main purpose of the study by Yan et al. (2011) was to obtain illustrative natural examples of implicit emotion teaching by observing emotion related teacher-student interactions in grades three to six classrooms. There was no specific commercial EI program or EI curriculum implemented by teachers in this study.

The focus of Yan et al.’s (2011) investigation was to observe how teachers manage emotional events and what strategies they use while doing so. The researchers found that teachers managed relationships by showing that they knew their students and were working to get to know them better. They used humour, terms of endearment, and memories of themselves to establish rapport. They showed a general interest in students’ activities and well-being. Teachers understood the effects of home life on students’ emotional well-being and did not attribute them to individual personality deficits. Teachers gained awareness of students’ emotional states from check-ins and were also aware of their own emotional states and the effects these could have on students. The researchers suggested that fostering emotional skills in elementary classrooms could lead to improved learning outcomes, more pro-social behaviour, and positive emotional development of students.

Cobb and Mayer (2000) suggested that a method of enhancing emotional intelligence is through a specific emotion processing curriculum. The Self Science (1978) program, also referred to as Six Seconds (2001), implemented in California, is one example of an emotion processing curriculum. The goals of the curriculum included instruction of specific emotional skills for students. For example, the Self Science program teaches students the skills required for expression of emotional states, emotion vocabulary, alternate ways to feel, and the meaning of empathy.
One such study highlighting student skill development of emotions by Heydenberk and Heydenberk (2007) found that kindergarten and grade one students required a distinct affective vocabulary and an emotional problem solving curriculum that offered a distinct set of skills for effectively handling conflicts. Jensen (1998) agreed that the role of language in elementary school children is significant in the development of emotional awareness. Heydenberk and Heydenberk’s (2007) study introduced strategies to enable students to recognize first emotions in self, and others, and then express emotions effectively without resorting to aggression. Heydenberk and Heydenberk’s (2007) study focused on improving students’ intrapersonal emotional intelligence skills using various methods. These methods included: modelling, role playing, circle discussions, listening exercises, picture interpretations, body language interpretation, check-ins, affective vocabulary building, the use of “I” statements, and journaling or drawing pictures.

The implementation of programs of instruction for EI in school as suggested in the above studies is dependent upon teachers. Teachers’ perceptions and practices influence the implementation of emotional development education in schools. Given the prior literature review the following questions remain unanswered. What are teachers’ perceptions regarding the enhancing of EI in elementary school children both intrapersonally and interpersonally? What methods of instruction are teachers using to teach EI in the classroom and what issues may hinder this instruction? Because teachers have the pivotal role in the delivery of EI programs, they are best able to communicate and inform how the instruction of EI is progressing; for example, is the enhancement of EI for students presently in practice, or perhaps a new practice yet to be established? It is well documented that teachers’ implicit perceptions of educational empirical research have a significant impact on their approaches to teaching, how they interact
with students, and children’s achievement (Alvirez & Weinstein, 1999; Donahue, Weinstein, Cowan, & Cowan, 2000; Perry, Guidubaldi, & Kehle, 1979). The current study aimed to determine if teachers’ perceptions regarding the benefits of high EI have transferred into actual classroom practices.

Summary of Literature

Teachers today have absorbed the responsibility of attending to students’ emotional needs; a job that once belonged to parents. For various reasons parents are abdicating their responsibility to teachers to enhance their children’s emotional intelligence skills. In a time of demanding curriculums and academic pressures it is questionable if teachers are in fact transferring recent research evidence of the value of EI skills into actual classroom practice. Many teachers feel strongly that it is the responsibility of parents to teach EI skills to their own children.

Research shows that EI skills can enhance students’ academic and social behaviours. Students with emotional intelligence make classroom management easier for teachers. By using various classroom strategies, students can recognize their own emotions, and the emotions of others, in order to control aggression. How students handle their own emotions internally often reflect their responses to challenges and opportunities in the classroom. Many teachers feel that EI skills are more important than academic skills for learning in school.

Many researchers believe that both intrapersonal and interpersonal emotional intelligences are required in order for individuals to enhance emotional intelligence. Self-management skills are pre-requisite skills to building social relationships and managing conflicts. Intrapersonal emotional intelligence is equally important as interpersonal emotional intelligence.
Methods for the enhancement of students’ EI may include a social and emotional learning method (SEL), an emotion processing method, or emotional check-ins and dialogue. SEL programs focus on conflict resolutions with few references to students’ feelings and emotions. An emotion processing method introduces emotion recognition, and emotion language to students. Check-ins and dialogue include discussions regarding emotional states and feelings between teacher and student. Teachers find that if they show interest in students’ emotional well-being and relate it to their own emotions, it automatically improves student academics, and social behaviours. However, many student-related, school-related, and teacher-related issues hinder the instruction of emotional intelligence skills to students.

Teachers’ perceptions and practices can influence programs of study and student learning in schools. This study will determine teachers’ perceptions and practices in the enhancement of two areas of students’ emotional intelligence: intrapersonal and interpersonal EI skills. It will also determine teachers’ methods of instruction for enhancing EI of students, as well as any issues that hinder this instruction.
Chapter 3: Procedures and Methods

Description of the Research Design

Data were collected from a self-reported survey designed to determine teachers’ perspectives regarding improving the emotional intelligence of elementary school children in two areas: intrapersonal and interpersonal emotional intelligences. As well, data were collected about methods of instruction teachers used to improve the emotional intelligence of students, and any issues hindering this instruction.

The survey design consisted of 18 statements accompanied by a five-point Likert (1932) scale, one multiple choice question and one open-ended question. The 18 statements surveyed teachers’ perspectives on the improvement of two components of emotional intelligence of elementary school children: intrapersonal emotional intelligence and interpersonal emotional intelligence; as well as teachers’ general perceptions regarding improving students’ emotional intelligence. The multiple choice question asked about teachers’ preferred methods of instruction for improving students’ emotional intelligence. The open-ended question asked teachers to report any issues that hindered teachers’ instruction of emotional intelligence to elementary school students. Teachers were also invited to write any additional comments regarding justification of their responses to the 18 statements and any methods of instruction to improve emotional intelligence of students not mentioned in the multiple choice question. The focus on closed-ended questioning in this study was chosen to enhance consistency of responses across participants, make it easier to tabulate data, and likely increased the response rate because of the quick completion time.
Description of the Sample

The research was conducted in School District #79 Cowichan Valley on Vancouver Island, British Columbia. At the time of this study, Cowichan Valley School District #79 had a total of 473, full and part-time teachers in Grades K-12; 170 of these were full and part-time elementary school teachers (Government of British Columbia Ministry of Education Reporting, 2013). The research was carried out in 18 elementary schools within Cowichan Valley School District #79. The convenience sample was drawn from a total population of 170 full time or part-time Grades K-6 elementary school teachers from these 18 elementary schools in the district. All teachers in this sample were invited to complete the survey. This sample was convenient because the present author of the study was a teacher at one of the 18 elementary schools, and this was the geographic area where her interest was focused.

Eighty-seven elementary teachers returned the survey indicating a response rate of 51%. A total of 32 or 37% of the respondents included grades 4, 5 and 6 teachers. A total of 36 or 41% of the respondents were grades K, 1, 2, and 3 teachers. A total of 19 or 22% of the respondents included specialists teaching across all grades including: music teachers, learning assistance teachers, resource room teachers, and teacher-librarians. Fourteen of the total respondents were male teachers; and 73 of the total respondents were female teachers. A majority of the male teachers taught grades 4, 5, and 6.

The elementary schools within this district have an eclectic mixture of students from many backgrounds and cultures, including First Nation students. The demographics of the surrounding neighbourhoods in Cowichan Valley School District #79 are a mixture of retired
population and young families. Populations of the elementary schools ranged from totals of 66 to 361 students.

This study was designed to recruit as large a sample as possible in order to improve generalizability across the district so that results were most likely to be representative of the Cowichan Valley School District #79 elementary teachers’ perceptions and practices regarding the improvement of students’ emotional intelligence.

**Description of the Instrument Used**

Instrumentation for this study included a participant survey with 18 statements accompanied by a five-point Likert (1932) scale, one multiple choice question, and one open-ended question (see Appendix A). The 18 statements accompanied by a five-point Likert scale examined teachers’ perceptions regarding improving the emotional intelligence of elementary school children in two components: intrapersonal and interpersonal intelligences.

In order to ensure that participants clearly understood what the researcher meant by emotional intelligence a definition and a chart by Bar-On et al. (2007) were provided at the start of the survey which explained the two components of emotional intelligence. Statements included examined teachers’ feelings regarding the value of teaching emotional intelligence skills to students and the importance of emotional intelligence skills for student learning. Goleman (1995) suggested that intellect cannot work without emotional intelligence, and the school setting is one of the most important contexts for teaching emotional competencies and skills. Triliva and Poulou (2006) felt that EI was more important to student learning than academic achievement. They felt a balance in students’ intrapersonal and interpersonal emotional competencies paved the way for academic successes in school. The data from this survey could
determine if teachers within School District #79 Cowichan Valley are teaching EI skills to their students and if they value EI for successful student learning.

Other statements explored teachers’ responsibility and the importance of teaching all of the educational components of intrapersonal and interpersonal EI as suggested by Goleman (1995). According to Bar-On et al. (2007) intrapersonal intelligence is the pre-requisite to interpersonal social successes. Survey results could suggest whether or not teachers in School District #79 Cowichan Valley are teaching all EI components. It could also determine if teachers in this district feel that students need to manage personal emotions in order to build social relationships in school.

Parental responsibility and parental support for teachers in the enhancement of students’ EI was another theme within the statements. Triliva and Poulou (2006) found that teachers believed that EI was the responsibility of parents and not the responsibility of teachers.

Finally, the survey included statements which explored practical issues surrounding the teaching of EI skills such as: teacher time spent attending to students’ emotional needs, teacher training for instructing EI skills, number of students with emotional difficulties, and role of the counsellor in facilitation of students’ emotional needs were also examined. The final statement asked teachers if intrapersonal emotional intelligence should be included in the B.C. Social Responsibility Rubrics. At the present time, the B.C. Rubrics only include interpersonal emotional intelligence skills. The prerequisite skills necessary to build interpersonal emotional intelligence skills are intrapersonal emotional intelligence skills. The exclusion of intrapersonal emotional intelligence skills from the B.C. Rubrics suggests that the prerequisite skills necessary for interpersonal social development are unimportant. Many teachers recognize that many
students display both intrapersonal emotional issues and interpersonal emotional issues; and that intrapersonal emotional intelligence skills should be included within the B.C. Rubrics. The final statement of the survey will determine the extent to which teachers agree with this inclusion.

A multiple choice question was included which asked teachers to indicate their preferred methods for the instruction of emotional intelligence to students from a list provided. The choices of methods in the survey were adapted from Cobb and Mayer’s (2000) research regarding two main approaches to EI instruction: an emotion processing curriculum, and a social and emotional learning curriculum (SEL). Teachers were asked to indicate if they were using an SEL method similar to a study by Triliva and Poulou (2006), or emotion processing method similar to studies by Yan et al. (2011), and Heydenberk and Heydenberk (2007). Data from this question aimed to determine if there is a consistent method of EI instruction used by teachers in School District #79 Cowichan Valley to enhance students’ EI.

The final, open-ended, question asked teachers to described issues that they perceived as hindering their instruction of emotional intelligence to students. Teachers were also given space to write any additional comments to clarify or justify their statement responses or to add any methods of instruction they used to teach emotional intelligence to students not listed in the multiple choice question. Teacher demographic data collected included: gender, grades taught, years of teaching experience, and number of students taught.

Prior to the survey being used in the current study, a small group of 13 teachers in other districts on Vancouver Island piloted the survey to provide validation of questions. This procedure improved the instrumental validity by ensuring that questions were clearly worded and that interpretations were likely to be consistent among participants.
Explanation of the Procedures Followed

Once approvals from the Vancouver Island University Ethics Board, and Cowichan Valley School District #79 were obtained, principals from the 18 elementary schools in Cowichan Valley School District #79 were contacted by written letter from the principal investigator (Appendix C) to obtain consent to administer the survey. With this consent, a predetermined number of survey packages including: the survey (Appendix A), an informed consent letter attached to the survey (Appendix B), and a self-addressed postage-paid return envelope were sent via mail to principals of the 18 elementary schools in Cowichan Valley School District #79. The principals were asked to place one test package in each of the elementary school teacher’s mailboxes without teacher contact. The lack of contact between the principal and the teacher would most likely ensure that teachers did not feel pressured by the principal to fill out the survey. At the same time, a poster explaining the purpose and importance of the study asking teachers to volunteer to participate was posted in the staff room of each school. The poster indicated that surveys would be found in teachers’ mailboxes (Appendix D). All surveys were asked to be completed by the end of October. Those teachers who filled out the survey were asked to place it into the self-addressed envelope which was addressed to the principal investigator of the current study. Consent to participate was implied by willingness of the teacher to complete the survey. Therefore, teachers did not have to sign a consent form in writing. No names were ever indicated.

Discussion of Validity

In order to improve external validity and the likelihood of generalization to the school district population, the current study’s author invited a large sample of elementary school
teaching the same district and province to participate. This included 170 elementary school teachers in 18 different schools. Keeping the survey short helped to ensure a high response rate (51%) thus improving the external validity. Due to a high response rate, the data retrieved from this sample were used to generalize to the elementary teaching population in Cowichan Valley School District #79.

Definitions that were based in and validated by prior research were drawn upon in order to design survey questions that addressed the objectives of the study. As well, in order to determine clarity of questioning, a neutral pilot group analyzed the survey for validity, and suitability. The pilot group provided feedback on understanding and wording of questions, clarity of printing, clarity of directions, size of type, appropriateness of language, and required time for completing the survey. Data collected answered the research question, thus demonstrating concurrent validity.

A drawback to this survey method was unreturned forms and location threats. There was no control over a mailed survey. Surveys were easily forgotten, or discarded. There was no control over method of completion of surveys. For example, any uncontrolled teacher group discussions regarding the survey could bias results. Despite these drawbacks, a mailed survey would most likely get a higher response rate; because teachers regularly check their mailboxes as part of their daily routines, and complete tangible paperwork on a continual basis in Cowichan Valley School District #79.

**Analysis Techniques**

Once the survey questionnaires were returned to the author of the present study, the responses to the 18 individual survey statements were tallied using Excel for all participants.
Means and standard deviations were determined for each of the 18 Likert scaled survey statements. Means and standard deviations were further broken down into individual grade grouping including: Grades K-3, Grades 4-6, and Specialist teachers. The percentage frequencies for the five-point scale of the statements were determined and displayed in graphs. The graphs were grouped into themes which included:

- Teachers’ perceptions of the value of teaching EI skills to students and teachers’ perceptions for the value of EI as compared to the value of academic skills for student learning
- Teachers’ perceptions regarding the amount of time spent daily attending to students’ emotional needs and teachers’ perceptions regarding the prevalence of students in their classes with emotional needs
- Teachers’ perceptions regarding students’ regulation of their own personal emotions and the effects of these on building their social relationships in school
- Teachers’ perceptions regarding who is primarily responsible for enhancing students’ emotional intelligence skills: parents or teachers?
- Teachers’ perceptions regarding parental support for their efforts to enhance students’ emotional needs
- Teachers’ perceptions regarding the responsibility of enhancing students’ intrapersonal emotional intelligence skills
- Teachers’ perceptions regarding the importance of enhancing students’ interpersonal emotional intelligence skills
- Teachers’ instructional practices for enhancing both intrapersonal and interpersonal emotional intelligence skills of students
• Teachers’ perceptions regarding their training ability for instructing EI skills to students

• Teachers’ perceptions regarding the role of the counsellor in facilitating students’ emotional needs

• Teachers’ perceptions regarding changes to the B.C. Social Responsibility Rubrics to include intrapersonal emotional intelligence skills as well as interpersonal emotional intelligence skills

Conclusions were drawn from the participants’ responses from the pre-determined themes of the survey statements. The chosen methods of instruction for improving students’ development of EI were summarized in Figure 4.15 with percentages to indicate teachers’ preferences. A complete list of methods of instruction for improving students’ EI was displayed in Appendix E. A table outlined the predominant teacher, school, and home related issues hindering teachers’ instruction of EI skills to students (Table 4.4).
Chapter 4: Findings and Results

The purpose of this study was to determine teachers’ perceptions regarding the improvement of elementary school students’ intrapersonal and interpersonal emotional intelligence skills. The study also aimed to identify teachers’ current methods of instruction for improving students’ emotional intelligence as well as any issues that hinder teachers from improving students’ emotional intelligence.

Data was collected using a survey (Appendix A) distributed to 170 elementary school teachers in 18 elementary schools within Cowichan Valley School District #79 on Vancouver Island, British Columbia, Canada. 87 surveys were returned by the end of October 2012, indicating a response rate of 51%. The survey (Appendix A) consisted of 18 statements accompanied by a five point Likert scale, one multiple choice question with space provided for alternate responses and one open-ended question. Teachers were also given space to write any additional comments to clarify or justify their statement responses.

Quantitative Data Analysis

In November 2012, the author of the present study collated the data submitted by the participating teachers. The teaching experience of the respondents ranged from 0.17 years to 35 years. A demographic summary of the distribution of the total of 87 survey respondents by gender and grade groupings is displayed in Table 4.1.
Table 4.1

*Distribution of Total Survey Respondents by Gender and Grade Groupings*

<table>
<thead>
<tr>
<th>Female</th>
<th>Male</th>
<th>Grades Taught</th>
<th>Total Number and Percentage of Surveys (N=87)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>11</td>
<td>Grades 4,5,6</td>
<td>32(37%)</td>
</tr>
<tr>
<td>34</td>
<td>2</td>
<td>Grades K,1,2,3</td>
<td>36(41%)</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>Specialist teaching all grades</td>
<td>19(22%)</td>
</tr>
</tbody>
</table>

Note. Specialists teaching across all grades K-6 include: music teachers, learning assistance teachers, resource room teachers, and teacher-librarians.

The first method of data collection on the survey was a five point Likert Scale with options ranging from 0- strongly disagree, 1-agree, 2-undecided, 3-agree, and 4-strongly agree. Table 4.2 displays the averages and standard deviations for each of the 18 survey statements based on the respondent’s choices. The survey statements are ranked from the highest to the lowest mean; with the exception of the last two statements. Data indicates that statements with the highest mean also have low standard deviations.

Standard means and deviations were determined for all 18 statements on the survey. Statements ranged in mean from 1.70-3.73. Statements ranged in standard deviation from 0.49-1.40. Statement #5 had the lowest mean of 1.70 was in regards to teachers feeling it is primarily the responsibility of teachers to enhance the emotional intelligence of their students. Statement #1 had the highest mean of 3.73 and was in regards to the value teachers place on the instruction of emotional intelligence skills to students. The statement with the lowest deviation (Statement #1) from the mean was in regards to teachers’ perception of the value of teaching emotional intelligence skills to their students. The statement with the greatest deviation from the mean (Statement #9) was in regards to teachers’ perceptions of the role of counsellors in facilitating
students’ emotional needs.

Table 4.2 *Mean and Standard Deviation for 18 Likert Scale Survey Statements (N=87)*

<table>
<thead>
<tr>
<th>Statement Number</th>
<th>Statement on Survey</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>I feel that teaching emotional intelligence skills is valuable to my students.</td>
<td>3.73</td>
<td>0.49</td>
</tr>
<tr>
<td>#15</td>
<td>I feel that students must be able to regulate their own emotions in order to build social relationships in school.</td>
<td>3.55</td>
<td>0.52</td>
</tr>
<tr>
<td>#14</td>
<td>I feel that it is important to teach students to learn social skills or the ability to manage their relationships. (Interpersonal Intelligence)</td>
<td>3.51</td>
<td>0.50</td>
</tr>
<tr>
<td>#13</td>
<td>I feel it is important to teach students empathy or the ability to understand others’ emotions. (Interpersonal Intelligence)</td>
<td>3.50</td>
<td>0.50</td>
</tr>
<tr>
<td>#17</td>
<td>Students display many intrapersonal emotional issues (personal issues) that affect their academics and social lives in school.</td>
<td>3.43</td>
<td>0.62</td>
</tr>
<tr>
<td>#16</td>
<td>Based on the above definitions, I am teaching both intrapersonal and interpersonal emotional intelligence skills to my students.</td>
<td>3.28</td>
<td>0.50</td>
</tr>
<tr>
<td>#11</td>
<td>I feel that it is part of my job to teach students to learn to self-regulate, control and redirect impulses and moods before acting. (Intrapersonal Intelligence)</td>
<td>3.25</td>
<td>0.57</td>
</tr>
<tr>
<td>#10</td>
<td>I feel that it is part of my job to teach students to understand their personal moods and emotions. (Intrapersonal Intelligence)</td>
<td>3.10</td>
<td>0.55</td>
</tr>
<tr>
<td>#12</td>
<td>I feel that it is part of my job to teach students to have a drive and resilience to be optimistic even in the face of failure. (Intrapersonal Intelligence)</td>
<td>3.10</td>
<td>0.68</td>
</tr>
<tr>
<td>#8</td>
<td>A significant part of my day is spent attending to students’ emotional needs.</td>
<td>3.03</td>
<td>0.98</td>
</tr>
<tr>
<td>#6</td>
<td>I perceive a significant number of my students to have problems either understanding, managing, or regulating their emotions.</td>
<td>2.90</td>
<td>1.06</td>
</tr>
<tr>
<td>Statement Number</td>
<td>Statement on Survey</td>
<td>Mean</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------</td>
<td>-------------------</td>
</tr>
<tr>
<td>#18</td>
<td>The following statement should be included in the B.C. Social Responsibility Rubrics: “<strong>Students display both intrapersonal and interpersonal emotional intelligence.</strong>”</td>
<td>2.82</td>
<td>0.89</td>
</tr>
<tr>
<td>#4</td>
<td>I feel it is primarily the responsibility of parents to enhance the emotional intelligence of their children.</td>
<td>2.70</td>
<td>1.00</td>
</tr>
<tr>
<td>#2</td>
<td>I feel that students’ emotional intelligence skills are more important than their academic skills for successful learning in elementary school.</td>
<td>2.68</td>
<td>0.91</td>
</tr>
<tr>
<td>#7</td>
<td>Parents are very supportive of my efforts to enhance their children’s emotional needs as assessed by me.</td>
<td>2.49</td>
<td>0.87</td>
</tr>
<tr>
<td>#3</td>
<td>I feel I am adequately trained to teach emotional intelligence skills to my students.</td>
<td>2.17</td>
<td>0.97</td>
</tr>
<tr>
<td>#5</td>
<td>I feel it is primarily the responsibility of teachers to enhance the emotional intelligence of their students.</td>
<td>1.70</td>
<td>1.02</td>
</tr>
<tr>
<td>#9</td>
<td>Counsellors play a key role in facilitating my students’ emotional needs.</td>
<td>2.14</td>
<td>1.40</td>
</tr>
</tbody>
</table>

Table 4.3 below displays the mean and standard deviation for participant grade groupings: Gr. 4-6; Gr. K-3; and Specialists (teaching all grades such as music teachers). Data is displayed for each of the 18 statements as listed in the survey. Actual means across all grade groupings ranged from 1.62- 3.84; and standard deviations across all grade groupings ranged from 0.42-1.43. Overall, the results for specific grade groups indicated small differences in deviations and means suggesting that teachers in various grades responded similarly.
Table 4.3

Mean and Standard Deviation for Grade Groupings (N total = 87)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>I feel that teaching emotional intelligence skills is valuable to my students.</td>
<td>3.62</td>
<td>0.60</td>
<td>3.77</td>
<td>0.42</td>
<td>3.84</td>
<td>0.37</td>
</tr>
<tr>
<td>#2</td>
<td>I feel that students’ emotional intelligence skills are more important than their academic skills for successful learning in elementary school.</td>
<td>2.43</td>
<td>0.84</td>
<td>2.80</td>
<td>0.85</td>
<td>2.89</td>
<td>1.10</td>
</tr>
<tr>
<td>#3</td>
<td>I feel I am adequately trained to teach emotional intelligence skills to my students.</td>
<td>2.37</td>
<td>1.03</td>
<td>2.02</td>
<td>0.97</td>
<td>2.10</td>
<td>0.87</td>
</tr>
<tr>
<td>#4</td>
<td>I feel it is primarily the responsibility of parents to enhance the emotional intelligence of their children.</td>
<td>2.81</td>
<td>0.96</td>
<td>2.61</td>
<td>1.02</td>
<td>2.68</td>
<td>1.05</td>
</tr>
<tr>
<td>#5</td>
<td>I feel it is primarily the responsibility of teachers to enhance the emotional intelligence of their students.</td>
<td>1.62</td>
<td>0.90</td>
<td>1.72</td>
<td>1.11</td>
<td>1.78</td>
<td>1.08</td>
</tr>
<tr>
<td>#6</td>
<td>I perceive a significant number of my students to have problems either understanding, managing, or regulating their emotions.</td>
<td>2.84</td>
<td>0.98</td>
<td>2.94</td>
<td>1.19</td>
<td>2.94</td>
<td>0.97</td>
</tr>
</tbody>
</table>
### TEACHING EMOTIONAL INTELLIGENCE SKILLS

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Mean1</th>
<th>Mean2</th>
<th>Mean3</th>
<th>Mean4</th>
<th>Mean5</th>
<th>Mean6</th>
</tr>
</thead>
<tbody>
<tr>
<td>#7</td>
<td>Parents are very supportive of my efforts to enhance their children’s emotional needs as assessed by me.</td>
<td>2.43</td>
<td>0.87</td>
<td>2.61</td>
<td>0.96</td>
<td>2.36</td>
<td>0.68</td>
</tr>
<tr>
<td>#8</td>
<td>A significant part of my day is spent attending to students’ emotional needs.</td>
<td>2.81</td>
<td>0.99</td>
<td>3.19</td>
<td>0.92</td>
<td>3.10</td>
<td>1.04</td>
</tr>
<tr>
<td>#9</td>
<td>Counsellors play a key role in facilitating my students’ emotional needs.</td>
<td>2.40</td>
<td>1.36</td>
<td>1.94</td>
<td>1.43</td>
<td>2.10</td>
<td>1.41</td>
</tr>
<tr>
<td>#10</td>
<td>I feel that it is part of my job to teach students to understand their personal moods and emotions (Intrapersonal Intelligence).</td>
<td>3.06</td>
<td>0.61</td>
<td>3.05</td>
<td>0.53</td>
<td>3.26</td>
<td>0.45</td>
</tr>
<tr>
<td>#11</td>
<td>I feel that it is part of my job to teach students to learn to self-regulate, control, and redirect impulses and moods before acting (Intrapersonal Intelligence).</td>
<td>3.15</td>
<td>0.62</td>
<td>3.33</td>
<td>0.53</td>
<td>3.26</td>
<td>0.56</td>
</tr>
<tr>
<td>#12</td>
<td>I feel that it is part of my job to teach students to have a drive and resilience to be optimistic even in the face of failure (Intrapersonal Intelligence).</td>
<td>3.03</td>
<td>0.78</td>
<td>3.08</td>
<td>0.64</td>
<td>3.26</td>
<td>0.56</td>
</tr>
<tr>
<td>#13</td>
<td>I feel it is important to teach students empathy or the ability to understand others’ emotions (Interpersonal Intelligence).</td>
<td>3.53</td>
<td>0.50</td>
<td>3.52</td>
<td>0.50</td>
<td>3.42</td>
<td>0.50</td>
</tr>
<tr>
<td>#14</td>
<td>I feel that it is important to teach students to learn social skills or the ability to manage their</td>
<td>3.53</td>
<td>0.50</td>
<td>3.50</td>
<td>0.50</td>
<td>3.52</td>
<td>0.51</td>
</tr>
</tbody>
</table>
relationships (Interpersonal Intelligence).

#15  I feel that students must be able to regulate their own emotions in order to build social relationships in school.  
3.65  0.48  3.47  0.55  3.52  0.51

#16  Based on the above definitions, I am teaching both intrapersonal and interpersonal emotional intelligence skills to my students.  
3.31  0.53  3.27  0.45  3.26  0.56

#17  Students display many intrapersonal emotional issues (personal issues) that affect their academics and social lives in school.  
3.43  0.50  3.38  0.72  3.52  0.61

#18  The following statement should be included in the B.C. Social Responsibility Rubrics: “Students display both intrapersonal and interpersonal emotional intelligence skills.”  
2.81  0.99  2.72  0.88  3.05  0.70

Note: Specialists include teachers instructing across all grades such as: music teachers, learning assistance teachers, resource room teachers, teacher-librarians, and itinerant teachers
The mean scores ranged from 0.03 to 0.46 across grade groupings for all 18 statements on the survey.

The two statements with the greatest range of mean scores across grade groupings of 0.46 were Statements #9 and Statement #2. Statement #9 was “Counsellors play a key role in facilitating my students’ emotional intelligence.” Grade 4, 5, and 6 groups had the greatest mean for this statement and Grade K, 1, 2, and 3 groups had the lowest mean for this statement. For Statement #2: “I feel that students’ emotional intelligence skills are more important than their academic skills for successful learning in elementary school.” The specialist group showed the highest mean for this statement, and Grades 4, 5, and 6 teachers showed the lowest mean for this statement. Statement #3 - “I feel I am adequately trained to teach emotional intelligence skills to my students.” indicated a range of mean scores across grade groupings of 0.35. For this statement, Grade 4, 5, and 6 groups had the highest mean, while Grade K, 1, 2, and 3 groups had the lowest mean.

The two statements with the lowest range of mean scores of 0.03 and 0.05 across grade groupings were: Statement #14 - “I feel it is important to teach students to learn social skills or the ability to manage their relationships (Interpersonal Intelligence).” and Statement #16 - “Based on the above definitions, I am teaching both intrapersonal and interpersonal emotional intelligence skills to my students.” All grade groupings had low mean score ranges for these two statements.
The deviation scores ranged from 0.00 to 0.29 across grade groupings for all 18 statements on the survey. For example, the survey statement with the greatest range in standard deviation scores across grade groupings of 0.29 was Statement #18 of the survey: “The following statement should be included in the B.C. Social Responsibility Rubrics: “Students display both intrapersonal and interpersonal emotional skills.” Grade 4, 5, and 6 groups had the largest standard deviation for this statement, and Specialists had a low standard deviation for this statement.

Statement #2 of the survey: “I feel that students’ emotional intelligence skills are more important than their academic skills for successful learning in elementary school.” indicated a range of deviation scores across grade groupings of 0.26. The Specialist Group had a large standard deviation for this statement, while Grade 4, 5, and 6 grade groups had a low standard deviation for this statement.

The two statements with the lowest range of standard deviation scores across grade groupings of 0.00 and 0.01 were Statement #13: “I feel it is important to teach students empathy or the ability to understand others’ emotions (Interpersonal Intelligence),” and Statement #14: “I feel it is important to teach students to learn social skills or the ability to manage their relationships (Interpersonal Intelligence).”

The following figures (4.1-4.15) will display the distribution of participant responses for the individual statements based on the five choices on the Likert Scale. The figures are colour coded and grouped together by common themes.
Survey Statements #1 and #2 share a common theme regarding teachers’ perspectives on the value of instruction of EI skills to elementary students. The first statement on the survey was, “I feel that teaching emotional intelligence skills is valuable to my students.”

Figure 4.1 summarizes the number and percentage of the total responses for each of the five Likert Scale options for this statement. The distribution of results indicates that a vast majority of teachers strongly agree with the first statement that teaching EI skills is of value to students.

Figure 4.1. Numbers of participants and percentages of total responses for Statement #1 on the survey-“I feel that teaching emotional intelligence skills is valuable to my students.”
The second statement on the survey was, “I feel that students’ emotional intelligence skills are more important than their academic skills for successful learning in elementary school.” Figure 4.2 summarizes the number and percentage of the total responses for each of the five Likert Scale options for this statement.

Figure 4.2. Numbers of participants and percentages of total responses for Statement #2 on the survey—“I feel that students’ emotional intelligence skills are more important than their academic skills for successful learning in elementary school.”

The distribution of responses is more evenly spread as compared to responses to Statement #1 (Figure 4.1). The responses in Figure 4.2 are more evenly spread among undecided, agreed, and strongly agreed in regard to teachers’ perceptions that students’ EI skills
are more important for successful learning in elementary school than students’ academic skills. The responses to these two statements suggest that although teachers feel EI skills are valuable to students, they are not all convinced that EI skills are more important for successful learning in elementary school than academic skills.

Statements #8 and #6 of the survey shared a common theme regarding teachers’ perceptions of students’ emotional needs. The responses to the eighth statement on the Likert scale “A significant part of my day is spent attending to students’ emotional needs.” are summarized in Figure 4.3. The distribution of results indicates a vast majority of teachers felt that they spent a significant part of their day attending to students’ emotional needs.

![Figure 4.3](image-url)

*Figure 4.3.* Numbers of participants and percentages of total responses for Statement #8 on the survey- “A significant part of my day is spent attending to students’ emotional needs.”
The sixth statement on the survey was “I perceive a significant number of my students to have problems either understanding, managing, or regulating their emotions”. Figure 4.4 summarizes the number and percentage of the total responses for each of the five Likert Scale options for this statement.

![Figure 4.4. Numbers of participants and percentages of total responses for Statement #6 on the survey- “I perceive a significant number of my students to have problems either understanding, managing, or regulating their emotions.”](image)

The distribution of responses indicates a vast majority of teachers agreed or strongly agreed that a significant number of their students have problems either understanding, managing, or regulating their emotions. Data from Statements #6 and #8 show that teachers spend a large
amount of their time attending to the emotional needs of a significant number of students within their classrooms on a daily basis.

Statements #15 and #17 both asked about teachers’ perceptions of students’ intrapersonal emotional intelligence and their effects on their social and academic lives. Figure 4.5 indicates the number and percentage of the total responses for each of the five Likert Scale options for Statement #15: “I feel that students must be able to regulate their own emotions in order to build social relationships in school.” The distribution of responses indicates a majority of teachers both agreed and strongly agreed that students must be able to regulate their own emotions in order to build social relationships in school.
Figure 4.5. Numbers of participants and percentages of total responses for Statement #15 on the survey—“I feel that students must be able to regulate their own emotions in order to build social relationships in school.”

The seventeenth statement on the survey was, “Students display many intrapersonal emotional issues (personal issues) that affect their academics and social lives in school.” Figure 4.6 displays the number and percentage of the total responses for each of the five Likert Scale
options for this statement.

![Figure 4.6](image)

*Figure 4.6. Numbers of participants and percentages of total responses for Statement #17 on the survey—“Students display many intrapersonal emotional issues (personal issues) that affect their academics and social lives in school.”*

Data in Figure 4.6 shows that a vast majority of participants agreed or strongly agreed that students display many intrapersonal emotional issues that are affecting their academics and social lives in school. Responses to Statements #15 and #17 suggest that teachers believed that students’ intrapersonal emotional issues have a direct effect on their social and academic lives in school.

Statements #4 and #5 on the survey shared a common theme regarding teachers’ perception of the responsibility for enhancing EI skills of students.
The fourth statement on the survey was, “I feel it is primarily the responsibility of parents to enhance the emotional intelligence of their children.” The fifth statement was, “I feel it is primarily the responsibility of teachers to enhance the emotional intelligence of their students.” Figure 4.7 summarizes the number and percentage of the total responses for each of the five Likert Scale options for these two statements.

Figure 4.7 indicates that a vast majority of teachers felt it was primarily the responsibility of parents to enhance their own children’s EI. Teachers felt strongly that it was not their responsibility to enhance the emotional intelligence of students.
Figure 4.8 summarizes the number and percentage of the total responses for each of the five Likert Scale options for Statement #7 on the survey: “Parents are very supportive of my efforts to enhance their children’s emotional needs as assessed by me.”

Results indicated that more than 50% of teachers agreed and strongly agreed that their parents were very supportive of their efforts and assessments to enhance students’ emotional needs. However, 31% of teachers were undecided and unsure of parental support.

Statements #10, #11, and #12 shared a common theme regarding teachers’ perceptions of their responsibilities for the instruction of intrapersonal EI skills to students. The tenth statement was, “I feel that it is part of my job to teach students to understand their personal moods and
emotions (Intrapersonal intelligence).” The eleventh statement was, “I feel that it is part of my job to teach students to learn to self-regulate, control and redirect impulses and moods before acting (Intrapersonal Intelligence).” The twelfth statement was, “I feel it is part of my job to teach students to have a drive and resilience to be optimistic even in the face of failure (Intrapersonal intelligence).” Figure 4.9 summarizes the participant response percentages for each of the five Likert scale options for all three statements.

**Figure 4.9** Percentages of total responses for Statements #10, #11, and #12 on the survey regarding Intrapersonal Emotional Intelligence Skills.

In summary, the distribution of results in Figure 4.9 indicates a vast majority of teachers agreed or strongly agreed that it is part of their job to teach students the intrapersonal skills of drive, and resilience; self-regulation and control of impulses; and understanding of personal moods and emotions.
Statements #13 and #14 of the survey shared a common theme regarding teachers’ perceptions of the importance of instructing interpersonal EI skills to students. The thirteenth statement on the survey was, “I feel that it is important to teach students empathy or the ability to understand others’ emotions (Interpersonal intelligence).” The fourteenth statement was, “I feel it is important to teach students to learn social skills or the ability to manage their relationships (Interpersonal intelligence).” Figure 4.10 summarizes the participant response percentages for each of the five Likert Scale options for both statements.

![Figure 4.10. Percentages of total responses for Statements #13 and #14 on the survey-regarding Interpersonal Emotional Intelligence Skills.](image)

In summary, the distribution of results indicates that all participants either agreed or strongly agreed that it is part of their job to teach students the interpersonal skills of empathy or
the ability to understand others’ emotions, as well as to teach students social skills for managing their own relationships.

The sixteenth statement on the survey was, “Based on the above definitions, I am teaching both intrapersonal and interpersonal emotional intelligence skills to my students.” Figure 4.11 summarizes the number and percentages of the total responses for each of the five Likert Scale options for this statement. The distribution of results indicates that a vast majority of teachers either agree or strongly agree that they are teaching both intrapersonal and interpersonal intelligence skills to their students.

Figure 4.11. Numbers of participants and percentages of total responses for Statement #16 on the survey- “Based on the above definitions, I am teaching both intrapersonal and interpersonal emotional intelligence skills to my students.”
Statement #3 of the survey asked about teachers’ perceptions of their training for teaching EI skills to elementary school students. Figure 4.12 summarizes the number and percentage of the total responses for each of the five Likert Scale options for this statement. The distribution of results is relatively evenly spread between participants who disagreed, agreed, and were undecided with regards to feeling adequately trained to instruct emotional intelligence skills to students.

Figure 4.12. Numbers of participants and percentages of total responses for Statement #3 on the survey- “I feel that I am adequately trained to teach emotional intelligence skills to my students.”

The theme for Statement #9 of the survey is in regards to teachers’ perceptions of the role of the counsellor in facilitating the enhancement of EI skills of their students. Figure 4.13 summarizes the number and percentage of the total responses for each of the five Likert Scale
options for this statement. The distribution of results indicates that there is a fairly even
distribution among teachers who agreed, those who disagreed, and those who were undecided in
regards to the role of the counsellor for the facilitation of students’ emotional needs.

Figure 4.13. Numbers of participants and percentages of total responses for Statement #9 on the
survey- “Counsellors play a key role in facilitating my students’ emotional needs.”

The theme for Statement #18 is in regards to teachers’ perceptions for including students’
intrapersonal and interpersonal EI skills in the British Columbia Social Responsibility Rubrics.
Figure 4.14 summarizes the data.
Figure 4.14. Numbers of participants and percentages of total responses for Statement #18 on the survey- “The following statement should be included in the B.C. Social Responsibility Rubrics: “Students display both intrapersonal and interpersonal emotional intelligence skills.”

In summary, the distribution of results indicates that approximately 70% of the participants agreed that the British Columbia Social Responsibility Rubrics should include a statement which incorporates students’ intrapersonal and interpersonal emotional intelligence skills. 21.80% of participants were undecided, and 7.90% disagree or strongly disagree with including the statement in the British Columbia Social Responsibility Rubrics.

A detailed explanation regarding the possible implications of the distribution of results for the eighteen survey statements will be presented in Chapter 5.
The multiple choice question and one open-ended question in the survey asked teachers about their choices of methods of instruction to improve students’ emotional intelligence and any issues that hinder their instruction to improve students’ emotional intelligence. Additional space was also provided for teacher comments.

Teachers were asked to indicate what methods of instruction they use to improve students’ emotional intelligence skills with the following choices: commercial violence prevention programs including: Second Step Program, Cool Kids in the Zone Program, Safe Schools: Social Responsibility Kit, and Bullying Program; school wide conflict resolution programs including: Marvin Marshall Program, WITS Program; dialoguing with students regarding their emotions and the effects on their social and academic performances; daily emotion check-ins; and specific emotion lessons. Additional space was provided for teachers to indicate other methods of instruction not listed in the specified choices. Figure 4.15 indicates the five choices for methods of instruction as listed in the multiple choice question and the percentages of participants using those specific methods of instruction.
In summary, the most used method of EI instruction is school wide conflict resolution programs, followed closely by dialoguing with students regarding emotions, and the least used method is daily emotion check-ins with students. Appendix E displays a comprehensive list of methods named in teacher responses and references for instruction of emotional intelligence in three categories: commercial violence programs, school wide conflict resolution programs, and dialoguing with students regarding their emotions. Number and percentages of teachers using each specific method are also displayed in Appendix E.

Table 4.4 summarizes teachers’ responses to the open-ended question: “List any issues that hinder you from improving your students’ emotional intelligence: both interpersonally and interpersonally. Include personal teacher issues, school-related issues, or student home-related
issues.” Responses were categorized into three themes: teacher-related issues, school-related issues, and student-related issues.

Table 4.4

*Issues that Hinder Teachers from Improving Students’ Emotional Intelligence*

<table>
<thead>
<tr>
<th>Classification of Issues Hindering Instruction of EI</th>
<th>Number of Respondents</th>
<th>Percentages of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher-Related Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of time to teach EI</td>
<td>34</td>
<td>39.08%</td>
</tr>
<tr>
<td>Lack of training to teach EI</td>
<td>11</td>
<td>12.64%</td>
</tr>
<tr>
<td>Lack of resources to teach EI</td>
<td>6</td>
<td>6.89%</td>
</tr>
<tr>
<td>Fear of Family Privacy Issues</td>
<td>2</td>
<td>2.29%</td>
</tr>
<tr>
<td>Lack of Trust Building with Parents</td>
<td>2</td>
<td>2.29%</td>
</tr>
<tr>
<td>Teacher Burnout</td>
<td>2</td>
<td>2.29%</td>
</tr>
<tr>
<td>Lack of Rapport Building with Students</td>
<td>1</td>
<td>1.14%</td>
</tr>
<tr>
<td>French Immersion issues - Language</td>
<td>1</td>
<td>1.14%</td>
</tr>
<tr>
<td>Lack of LA support for Students</td>
<td>1</td>
<td>1.14%</td>
</tr>
<tr>
<td><strong>School-Related Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of Counsellor Support</td>
<td>16</td>
<td>18.39%</td>
</tr>
<tr>
<td>Classroom Compositions</td>
<td>12</td>
<td>13.79%</td>
</tr>
<tr>
<td>Classroom Sizes</td>
<td>9</td>
<td>10.34%</td>
</tr>
<tr>
<td>Home/School Expectations Differ</td>
<td>8</td>
<td>9.19%</td>
</tr>
<tr>
<td>Lack of Administration Support</td>
<td>3</td>
<td>3.44%</td>
</tr>
<tr>
<td><strong>Student-Related Issues</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students’ Home Lives</td>
<td>15</td>
<td>17.24%</td>
</tr>
<tr>
<td>Poor Parenting Skills</td>
<td>6</td>
<td>6.89%</td>
</tr>
<tr>
<td>Student Poverty</td>
<td>1</td>
<td>1.14%</td>
</tr>
<tr>
<td>Student Lack of Play</td>
<td>1</td>
<td>1.14%</td>
</tr>
<tr>
<td>Too Much Time on the Computer</td>
<td>1</td>
<td>1.14%</td>
</tr>
<tr>
<td>Lack of Belief in a Higher Power-God</td>
<td>1</td>
<td>1.14%</td>
</tr>
</tbody>
</table>
In summary, lack of time to teach emotional intelligence was the most prominent issue which hindered teachers from enhancing students’ EI followed by lack of counsellor support, and students’ home situations.

A more detailed discussion of methods for instruction of EI skills, and issues hindering teachers from instructing EI skills is presented in Chapter 5. As well, qualitative teacher comments regarding the survey are presented in Chapter 5.
Chapter 5: Summary, Discussion, and Conclusions

Brief Summary of Research Questions and Results

The purpose of the current study was to determine teachers’ perceptions and practices regarding the enhancement of two components of emotional intelligence for elementary school students: intrapersonal and interpersonal emotional skills. Secondly, the current study aimed to determine teachers’ preferred methods of instruction in the enhancement of students’ emotional intelligence skills as well as any issues that hinder teachers’ instruction of emotional intelligence skills to elementary school children.

The participants of the study were 170 Grades K-6 elementary school teachers from 18 elementary schools within Cowichan Valley School District #79 on Vancouver Island in British Columbia, Canada. Participants included regular classroom teachers as well as specialists teaching across Grades K-6 such as music teachers, learning assistance teachers, resource room teachers, teacher-librarians, and itinerant teachers. The experience of the teachers ranged from 0.17 years to 35 years of instruction. Eighty-seven out of a possible 170 teachers participated in the survey; indicating a return rate of 51%.

The procedure employed for the current study was a survey (Appendix A) consisting of 18 statements accompanied by a five-point Likert scale, one multiple choice question with space provided for additional responses; and one open-ended question. Additional space was provided for any teacher comments regarding the survey in general.
Discussion of Findings

The findings of this study will be discussed under the following themes: the importance of EI skills, the responsibility for teaching EI skills, and intrapersonal EI versus interpersonal EI skills. Finally, results about the EI instructional methods and issues that hinder the instruction of EI skills will be discussed.

The importance of teaching emotional intelligence.

Teachers in this study agreed with empirical research that students will benefit socially from developing EI skills (Petrides, Sangareau, Furnham, & Frederickson, 2006; Rines, 2010). However, contrary to research findings such as Mavoreli, Petrides, Shove, Whitehead, and Martin (2011) many teachers were undecided and not in agreement that improving students’ EI skills would necessarily guarantee success in academic achievement.

Although a majority of teachers perceived the instruction of emotional intelligence skills to be very valuable to students, only 50% of teachers agreed with the statement that EI skills were more important than academic skills for successful learning in elementary school. The Specialist teacher group showed the highest mean for this statement suggesting these teachers perceived that emotional intelligence skills were more important than academic skills for successful learning. Whereas, Grade 4, 5, and 6 teachers showed the lowest mean for this statement suggesting that they perceived emotional intelligence skills were not more important than academic skills for successful learning in these grades.

Contrary to the Greek study by Triliva and Poulou (2006), teachers in the current study did not perceive EI skills as more important to student learning than academic achievement. The study of Greek history and culture according to Triliva and Poulou (2006) involves emotion and
is at the forefront of Greek education. For Greek teachers, EI skills are more important to student learning than academic achievement. This variance in beliefs regarding the importance of EI skills between teachers in the current study and Greek teachers may be mainly due to cultural differences.

Many participants indicated that focusing on emotional issues of students often interfered with the academic studies of the entire class. One grade 5 teacher reported, “There is pressure to get through other curriculum, time constraints.” Another grade 5/6 teacher stated, “The number of needs and variety of needs in the classes do make it difficult to meet all the needs: trying to meet academic needs and all the learning outcomes seem too great.” These teachers agreed with a study by Bar-On et al. (2007) suggesting that teachers take up precious teaching time when dealing with students’ emotional issues. One possible reason for teachers’ perception regarding the focus on academic studies is the emphasis by the B.C. Ministry of Education on the academic achievement of students through reporting, and testing.

Although many teachers spend significant amount of time on students’ emotional issues to benefit students’ social relationships, they continue to focus mainly on academic achievement to enhance student learning. Many teachers in this study felt that emotional intelligence does not necessarily guarantee success in students’ academic learning however; they do see value in teaching EI.

**The responsibility for teaching emotional intelligence.**

In agreement with the study by Triliva and Poulou (2006) teachers in the current study felt strongly that it primarily the responsibility of parents to teach their children EI skills, and not the teacher’s responsibility. According to teachers in this study, parents are not fulfilling their responsibilities for teaching EI skills to their children due to poor home lives, poor parenting
skills, and poverty. Due to a lack of parental responsibilities in this area, teachers have now assumed EI instruction as part of their curriculum. As one kindergarten teacher commented: “parents have abdicated their responsibility in this area, so for learning to take place, teachers have had to take on the responsibility.” As well, one primary teacher explained, “As our social networks (living with extended family) become less reliant, children have fewer emotional supports on which to draw upon. Schools share this responsibility but should not be solely relied upon as emotional supports. If teachers don’t make time to teach EI skills, we are abandoning students.”

Schools have become of the most important contexts for teaching emotional competencies and skills. The job of nurturing children’s emotions in perception and recognition, as well as children’s management of emotions, is being absorbed by teachers in Cowichan Valley School District #79 supporting Goleman’s (1995) earlier suggestions regarding lack of parental involvement in the enhancement of their children’s EI.

Another primary teacher supported Goleman’s (1995) theory of students’ preoccupation with technology hindering EI development. This teacher remarked: “Many students do not have the opportunity to learn to play- they have too much screen time or are over programmed. Parents are not realizing the importance of this.”

Despite teachers’ beliefs in the parental responsibility for teaching EI skills, and a lack of agreement regarding the learning benefits of EI skills for students; teachers in this study indicated they still spend a significant amount of time in a school day attending to many students’ emotional difficulties, both intrapersonal and interpersonal issues. For Statements #6 and #8 of the survey, data showed that Grades K-3 teachers had the highest mean; while Grades
4-6 teachers had the lowest mean indicating possibly a higher number of students with emotional problems occur in the lower grades. One primary teacher commented, “I’m still not doing enough, I could spend my whole day just with this (teaching EI skills).”

Despite their involvement in enhancing students’ EI skills, teachers were not in total agreement that parents support their efforts in enhancing their children’s emotional needs. As one teacher commented under the issues that prevent teachers from enhancing students’ emotional intelligence: “The concern from parents makes me hesitant.” Without parental support, teaching students EI skills may be wasting teachers’ time and energy. The implications of lack of parental support for teachers, indicates that teachers could relinquish their responsibility in this area and devise a new approach centered on parents’ responsibility for enhancing their own children’s EI skills.

Teachers in this study feel strongly that it is the responsibility of parents to enhance their own children’s emotional intelligence, and not the teachers’ responsibility. However, because of the lack of parental participation in enhancing their children’s EI, teachers have reluctantly taken on the responsibility. Teachers expressed concern regarding time taken away from their class’s academic studies when dealing with so many student emotional issues.

**Intrapersonal EI skills vs. interpersonal EI skills.**

Despite lack of parental support, results indicated that teachers are instructing students both components of emotional intelligence: intrapersonal EI skills and interpersonal EI skills. Teachers perceived that teaching the ability to manage one’s own emotions (intrapersonal intelligence) and social skills or the ability to manage relationships, and understand others’ emotions or empathy (interpersonal intelligence) were both very important.
Like Evan et al. (2010) teachers believe that the intrapersonal context of students’ emotional development is equally important as the interpersonal context. Results from Statements #10, #11, and #12 on the survey indicated that teachers are instructing the intrapersonal intelligence skills such as how to understand their personal moods and emotions, and to self-regulate, control, and redirect moods and impulses before acting. Teachers also consider it part of their job to teach students to have a drive, resilience, and optimism even in the face of failure.

A majority of teachers perceived many of the emotional problems that affect students’ academic and social lives in school to be of an “intrapersonal” nature (personal issues). According to teachers, students must be able to self-regulate their own emotions in order to build social relationships. In the present study, teachers perceived that many students with intrapersonal difficulties were a direct result of home related issues and poor parenting skills supporting a study by Ahmed, van der Werf, Minnaert, and Kuyper (2010). One grade 1/2 teacher commented, “It is a constant struggle when so many students’ home lives/parents have struggles with self-regulation and EI. It feels as if I am constantly battling with home situations.”

Although a large majority of teachers instruct intrapersonal emotional intelligence skills, 100% of teachers perceived the greater importance of teaching students’ interpersonal emotional intelligence skills. This result could be due to the curricular emphasis on interpersonal emotional intelligence skills which are mandated in the British Columbia Social Responsibility Rubrics. Teachers’ unanimous agreement of the importance of interpersonal aspect of students’ emotional lives aligns with the study by Evans, Buckley, Harvey, and Yan (2010). This agreement by the respondents is also in line with research by Caprara, Barbaranelli, Pastorelli, Bandura, and
Zimbardo (2000) which suggested that pro-social behaviour in the early grades is a better predictor of later middle school success then the academic achievement in the early grades.

When asked if the statement “Students display both intrapersonal and interpersonal emotional intelligence skills” should be included in the British Columbia Social Responsibility Rubrics, approximately 70% of teachers agreed or strongly agreed that it should be included. Results indicated that Gr. 4-6 teachers felt less inclined to agree to include this statement in the rubrics, followed by Gr. K-3 teachers who were somewhat inclined to agree, and finally Specialist teachers who were inclined to agree most strongly that it should be included in the rubrics. Teachers were unanimous in their belief that students must be able to self-regulate their own emotions in order to build social relationships in school. One teacher opposed to the suggestion of including intrapersonal EI skills in the B.C. Rubrics felt that it meant “one more thing to mark and teach in an already overloaded curriculum”.

Information from this study indicates teachers are instructing both intrapersonal and interpersonal emotional intelligence skills to students; and it is perceived as a part of their job. Teachers deal with many students with emotional issues involving both components of emotional intelligence: intrapersonal emotional intelligence and interpersonal emotional intelligence. These issues include personal emotional control issues and issues involving conflict situations with others.

**Emotional intelligence instructional methods.**

One multiple choice question on the survey asked teachers to check off and list any additional methods they use for the instruction and improvement of EI skills to students. The results indicated that individual school wide conflict resolution programs such as WITS or the
Marvin Marshall Program were the most preferred method of choice for instruction of EI. The second and third most widely used method of instruction was simple dialogue with students, and specific emotion lessons. The least used methods of instruction for enhancing students’ EI skills were commercial violence programs such as Second Step or Cool Kids in the Zone and daily emotion check-ins with students. Results indicated that individual teachers were using a variety of programs and methods with little consistency in methodology across all grades.

A few schools in Cowichan Valley School District #79 are currently using the newly implemented “Mind-Up” (Hawn, 2011) program funded temporarily by the B.C. Ministry of Education. Approximately 12% of respondents indicated they were using the Mind-Up Program which emphasizes intrapersonal and interpersonal emotional intelligence skills. It is unknown if this program will be continued in the Cowichan Valley School District #79 in September of 2013. One teacher commented on the value of this program for the students, “This is my second year using the Mind-Up Program which I find is beneficial to my students’ emotional intelligence.” Another teacher wrote, “Emotional issues take a lot of time to deal with and sometimes I feel conflicted because I know it is important to deal with but I don’t want to take time away from my other students. I think our school could benefit from more counselling time and I am happy to have the Mind-Up Program taught to my kids. Children’s emotional/mental health is not supported enough in schools and yet it highly impacts learning.”

In regards to methodology for the instruction of EI skills to students, teachers in this study favored a social/emotional learning (SEL) type of program, with less emphasis on an emotion processing curriculum. According to Cobb and Mayer (2000) and Yan et al. (2011) using an SEL model teaches students to learn to behave without reference to their emotions and therefore counters the smart part of EI which requires knowing when to be tactful or
compassionate, and when to be blunt or even cold and hard for one’s benefit. Therefore teachers in the current study concentrating only on an SEL program and excluding an emotion processing curriculum, may be preventing their students from attaining a complete EI skill set: both intrapersonal and interpersonal EI skills.

Only 50% of teachers in this study used a distinct emotion program similar to the method used by Heydenberk and Heydenberk (2007) which involved instructing emotion language, and recognition and expression of specific emotions by students. Only 49% of teachers conducted emotion check-ins daily with their students. Similar to the study by Triliva and Poulou (2006), possible explanations for the lower interest in distinct emotion programs and emotion check in methodologies may be due to lack of proper training in these areas and a lack of time due to demanding academic curriculums. Also, direct talk or emotion check-ins with students may suggest to teachers that they are assuming the role of the counsellor; and are hesitant to assume this role.

Thus, data indicated that there is a lack of consistency in methods of EI instruction used by teachers in this study. In Cowichan Valley School District #79, teachers are using a hodgepodge of many programs on a school wide basis, as well as teacher selected methods for individual classroom instruction. (Appendix E).

**Issues that hinder the instruction of EI skills.**

The final open-ended question on the survey asked teachers if any issues hindered their instruction of EI skills to students. Data was collected and grouped into three classifications of issues: teacher personal-related issues, school-related issues, and student-related issues. Results showed that many issues hindered teachers in this study from enhancing their students’ EI skills.
Table 4.4 indicates teacher personal-related issues to predominate, followed by school-related issues, and finally student-related issues. Lack of time to teach EI skills, and lack of training were the two main issues hindering the instruction of EI skills to students. One teacher commented, “I personally wish that my teacher training gave me more “tools” for dealing with the emotional side of teaching.”

Results indicated that there is a huge range of distribution between teachers with regard to their perceptions of adequacy of training for teaching students emotional intelligence skills. Teaching EI skills is not a mandated requirement for teacher training in British Columbia, Canada. Grades K-3 teachers showed the lowest mean for Statement #3: “I feel I am adequately trained to teach emotional intelligence skills to my students.”, while Grades 4-6 teachers showed the highest mean for this statement indicating lower grade teachers may require more training in the area of enhancing students’ emotional intelligence skills. One possible explanation for this is that counselling services for student emotional issues seem more prevalent in the higher grades.

Classroom compositions and classroom sizes were also significant issues hindering the improvement of students’ EI skills. Students’ home life and lack of counsellor support were the two key hindrances under school-related issues and student-related issues.

Teachers widely differed in their perception of the role of the counsellor in facilitating the emotional needs of the students. Results indicated a wide range of distributions between teachers with regard to counsellors’ roles in the facilitation of students’ emotional needs. Grades 4-6 teachers perceived counsellors as playing more of a key role in the facilitation of students’ emotional needs, followed by Specialist teachers, and finally Grades K-3 teachers who perceived counsellors as playing less of a key role. A possible explanation for this may be due to shortage
of counselling services in the district. Because counsellors are spread so thin, they may be focusing on the upper grades to target emotional issues that have not yet been alleviated at the lower grade levels. A wide distribution of results could also be due to variation in the practices of individual counsellors, an uneven distribution of counsellors between schools, or prioritizing counselling for the neediest students with the most severe emotional issues.

With counsellors spread so thin due to recent cutbacks (BCTF, 2011), the role of the counsellor has changed from counselling individual students to facilitating classroom programs for teachers to deal with students’ social and emotional issues. One grade 2/3 teacher commented, “It would be wonderful if school counsellors offered more whole class instruction regarding these issues…maybe they wouldn’t have to see so many individuals.” Many issues hinder the instruction of EI in Cowichan Valley School District #79 including lack of counsellor time, classroom compositions and sizes, lack of time to teach EI skills, and lack of teacher training for the instruction of EI skills. Students’ home life and poor parenting skills affect the facilitation of students’ emotional intelligence skills by teachers.

**Recommendations**

This study has implications for leaders at the school and board level. An awareness of the methodologies for instructing EI to students is important in order to establish consistency across the district for an EI curriculum. It is up to leaders in the district to establish a common language and expectations for an emotional intelligence curriculum. It is my hope that Cowichan Valley School District #79 continues to implement a district wide EI program that includes both intrapersonal and interpersonal skills; such as the newly implemented “Mind-Up” program. A primary and intermediate teacher commented, “I am happy to have the Mind-Up program at my
school benefiting students’ emotional intelligence. Children’s emotional and mental health is not supported enough in schools and yet it highly impacts learning.”

Lack of time is the most prominent issue hindering the teaching of EI skills to students. District leaders need to revise curriculum into more manageable units so teaching of EI skills can and does occur. One grade 3/4 teacher commented, “Because it (EI) is important I provide instruction, but wish that other outcomes could be dropped from the curriculum in recognition of this.”

Informing parents of their responsibilities for their children’s emotional well-being is important and may be a crucial step in increasing parents’ responsibilities and relieving teachers’ responsibilities. School districts could offer parents EI skill-building training sessions geared to helping parents with their children’s emotional issues. Two primary teachers suggested, “Parents also need this education. It is their job as a parent. Those students lacking in intrapersonal and interpersonal skills come from homes that are also lacking in these skills.” Due to a large number of students showing intrapersonal emotional issues, it may necessary for district teachers to inform parents through reporting.

Finally, involvement of community counselling services could be helpful to students who fall through the cracks with unresolved emotional issues due to lack of home and school support.

It is evident from this study that teachers see the value of teaching students EI skills and are spending a large amount of time and energy facilitating students’ intrapersonal and interpersonal emotional issues. It is my hope that the teachers who participated in this survey will now have more of an awareness of the skills students require to function on an emotionally intelligent level. Hopefully, having this information heightens their awareness of emotional
intelligence education, making more conscious efforts to ensure they are continually teaching, modeling, practicing, and assessing students’ intrapersonal and interpersonal EI skills.

It is also my hope that teachers begin to initiate conversations among themselves and across subject areas to discuss strategies and evaluate the progress they are making towards educating students in emotional intelligence. The need for supporting one another creates environments for professional learning communities who act on what they learn. This process of sharing, reflection, and improvement helps staff enhance effectiveness as professionals, to benefit students.

The perception of teachers and their role in developing students’ emotional intelligence will impact students. Students of the teachers who chose to participate in this study may benefit from an awareness of emotional intelligence expectations. Students who are taught, modeled and made to practice the EI skills will benefit socially and academically. Students with EI skills could successfully discipline themselves, and take more responsibility for their own learning. Because many teachers are instructing EI with little training, it may be time to consider the instruction of EI skills as part of teacher training at the university level. Since teachers have taken on the responsibility to teach students intrapersonal emotional intelligence skills as well as interpersonal emotional intelligence skills, more training in this area may be beneficial.

The results of this survey indicate a need for family and community contributions in helping young students develop the emotional skills necessary to be successful in life. Teachers are working hard to fill a gap in societal and family responsibilities even though many feel there is a lack of parental support for their efforts. As one grade 4/5 teacher responded, “Working in an inner-city, predominantly First Nations (students) school has a significantly high number of
students with deficits or specific challenges around EI. Poverty, education levels of parents and so on, results in a student population that requires direct instruction, conversation, and role-modelling of EI. Coping strategies, self-regulation and lots of work around “successful criteria” for behaviour are cornerstones of our education program at school.”

Finally, the results indicate a possible need for revision of the B.C. Social Responsibility Rubrics. The British Columbia Ministry of Education could consider revising the Social Responsibility Rubrics to include student intrapersonal intelligence skills; the prerequisite required by students for building successful social relationships in school. The rubrics could include students’ self-regulation, students’ self-management and personal responsibility to act emotionally intelligent with “self” or individually, which is a pre-requisite to interpersonal emotional intelligence or acting emotionally intelligent in conflict situations “with others”. This would help teachers to make parents aware of the prevalent intrapersonal emotional needs of their children as indicated by this study. Including intrapersonal intelligence in the reporting system would help to make parents more aware and accountable for their children’s emotional issues. By reporting on intrapersonal EI educators are expressing the value and the importance of self-regulation and the effects of these skills on the social and academic lives of students. If intrapersonal emotional intelligence were included in the B.C. Rubrics, the number of curriculum outcomes in other subject areas may need to be decreased.

Limitations

Although this study indicated a good return rate of responses, it may be limited and difficult to generalize findings to other school districts. Each school district on Vancouver Island, Canada is unique and individualized in social/emotional program implementation and
philosophy despite the direction provided by the B.C. Ministry of Education Social Responsibility Rubrics. It would be incorrect to assume that all teachers in all districts perceive the benefits of enhancing students’ EI as valuable and have transferred these perceptions into actual classroom practices.

An internal validity limitation for this study is the lack of control over survey location. Teachers may have discussed their opinions with each other regarding the survey, resulting in bias. There was also no control over the time the respondents filled out the survey. For example, filling out a survey after a long day at work can affect the results of the survey.

Finally, interviews with the respondents after the survey would have helped the author of the study to clarify reasons for responses, and comments. As well, some respondents chose only to fill in the survey without filling in the multiple choice question or the open-ended question. In light of these events, a few more statements could have been added on to the survey under these topics to ensure at least partial responses to these questions.

Suggestions for Further Research

The author recommends a Vancouver Island cross-district research comparison regarding elementary school teachers’ perceptions for the enhancement of EI skills of students to determine universality and generalizations of results. Further research could include surveying both middle and high school teachers to determine their perception of students’ EI and the effects of these skills on students’ social and academic achievement in the later grades.

Because teachers perceive it to be primarily the responsibility of parents to enhance their children’s EI, it could be beneficial to research how parents perceive this task, and what hinders parents from enhancing their own children’s EI.
This study was based on teachers’ perceptions; student perception was not a factor. Therefore, interviewing students may be beneficial in determining their perspectives of parental and teacher support in the enhancement of their EI skills.

**Conclusion**

This study has shown that despite some reservations regarding the value of EI skills for students, teachers in Cowichan Valley School District #79 have taken on the responsibility of enhancing students’ EI and are instructing both intrapersonal and interpersonal skills. Although they feel parents need to take responsibility for teaching EI to their children, teachers have picked up the slack for various reasons. Despite many issues that hinder teachers from enhancing the EI of students, they have transferred their perceptions of the value of EI into actual classroom practice. Teachers in this study perceive the effect of EI skills on the social development of children to be more important than the effects of EI skills on the learning and academic achievement of children aligning with previous research by Alvirez and Weinstein (1999) and Donahue, Weinstein, Cowan, and Cowan (2000). Teachers in this study indicated they spend a large part of their day dealing with many students’ interpersonal as well as intrapersonal emotional issues despite having limited training. Approximately 70% of teachers feel that intrapersonal emotional intelligence should be mentioned in the B.C. Social Responsibility Rubrics. Finally, Cowichan Valley School District teachers are using a hodgepodge of methods for the instruction of EI skills indicating a district-wide need for a consistent EI skill building program.
References


Appendix A

The Survey
Teacher’s Perceptions and Practices for Improving Students’ Emotional Intelligence

Please answer the following questions, and then begin the short survey. This survey is meant to be anonymous. Please don’t identify yourself or your school. Thank-you for taking the time to complete this survey!

I am: Female or Male

I teach grade/grades: _____________________________

I have been teaching for ______________ number of years.

I am currently teaching ______________ number of students.
Read the following definitions before completing the survey:

**Emotional Intelligence** is defined as:

- the ability to monitor one’s own and other’s feelings and emotions; to discriminate between them,
- and to use this information to guide one’s thinking and actions. It includes two main interconnected intelligences:

1) **Intrapersonal intelligence** or knowing and managing *one’s own* emotions

2) **Interpersonal intelligence** or recognizing emotions *in others*, and handling relationships accordingly.

Use the following chart depicting **Emotional Intelligence** to help you complete the survey.
Check one of the following:

Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), or Strongly Agree (SA)

<table>
<thead>
<tr>
<th>SCALE</th>
<th>SD</th>
<th>D</th>
<th>U</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that teaching emotional intelligence skills is <strong>valuable</strong> to my students.</td>
<td></td>
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<tr>
<td>I feel that students’ emotional intelligence skills are <strong>more important</strong> than their academic skills for successful learning in elementary school.</td>
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<tr>
<td>I feel I am adequately <strong>trained</strong> to teach emotional intelligence skills to my students.</td>
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<tr>
<td>I feel it is primarily the responsibility of <strong>parents</strong> to enhance the emotional intelligence of their children.</td>
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<tr>
<td>I feel it is primarily the responsibility of <strong>teachers</strong> to enhance the emotional intelligence of their students.</td>
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<td>I perceive a significant number of my students to have <strong>problems</strong> either understanding, managing, or regulating their emotions.</td>
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<tr>
<td>Parents are very <strong>supportive of my efforts</strong> to enhance their children’s emotional needs as assessed by me.</td>
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<tr>
<td>A significant part of my day is spent attending to students’ <strong>emotional needs</strong>.</td>
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<td>Counsellors play a <strong>key role</strong> in facilitating my students’ emotional needs.</td>
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<tr>
<td>I feel that it is part of my <strong>job to teach students</strong> to understand their personal moods and emotions (Intrapersonal intelligence).</td>
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<tr>
<td>I feel that it is part of my <strong>job to teach students</strong> to learn to self-regulate, control and redirect impulses and moods before acting (Intrapersonal intelligence).</td>
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<tr>
<td>I feel that it is part of my <strong>job to teach students</strong> to have a drive and resilience to be optimistic even in the face of failure (Intrapersonal intelligence).</td>
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<td>I feel that it is important to teach students empathy or the ability to understand others’ emotions (Interpersonal intelligence).</td>
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<td>I feel that it is important to teach students to learn social skills or the ability to manage their relationships (Interpersonal intelligence).</td>
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<tr>
<td>I feel that students must be able to regulate their own emotions in order to build social relationships in school.</td>
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<tr>
<td>Based on the above definitions, I am teaching both intrapersonal and interpersonal emotional intelligence skills to my students.</td>
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<tr>
<td>Students display many intrapersonal emotional issues (personal issues) that affect their academics and social lives in school.</td>
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</tbody>
</table>
| The following statement **should be** included in the B.C. Social Responsibility Rubrics: “Students display both intrapersonal and interpersonal emotional intelligence skills”.


Please check off which methods of instruction you are using to improve your students’ emotional intelligence? Choose all that apply.

☐ I use a commercial violence prevention program such as: Second Step, Cool Kids in the Zone, Safe Schools: Social Responsibility Kit, or Bullying Kit or any other____________________________________________ (Please name).

☐ I use a school wide conflict resolution program such as Marvin Marshall’s Program, WITS, or any other____________________________________________ (Please name).

☐ I specifically talk to my students regarding their emotions, and how these emotions can affect their social and academic performances.

☐ I conduct daily emotion check-ins with my students.

☐ I teach my students specific lessons on emotions such as: emotion language, and strategies to regulate their emotions.

List any issues that hinder you from improving your students’ emotional intelligence: both intrapersonally and interpersonally. Include personal teacher issues, school-related issues or student home-related issues. (Please use back of page for more comment space)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please include any additional comments you have related to the above survey including other methods you used to teach emotional intelligence that are not listed above. (Please use back of the page)________________________________________________________________________
Appendix B

Letter of Consent
INFORMED LETTER OF CONSENT

“Teacher’s Perspectives and Practices for Improving Emotional Intelligence of Elementary School Students”

October, 2012

Sharlene Royer Witt
Masters of Education Student
Vancouver Island University
switt@sd79.bc.ca

Rachel Moll Ph. D., Supervisor
Department of Education
Vancouver Island University
Tel (250) 753-3245 (2161)
Rachel.Moll@viu.ca

I am a teacher in Cowichan Valley School District #79 and a student enrolled in the Masters of Education program at Vancouver Island University. The course requires us to gain applied experience in designing and conducting research. As such, I have designed a research project to study teacher’s perspectives and practices on the improvement of elementary school students’ emotional intelligence skills.

I am asking you to participate in this research because of your experience as an elementary school teacher who has likely seen first-hand the changes in students’ emotional well-being, and the impacts on those students lacking in emotional intelligence skills. During this study you are asked to complete an anonymous survey concerning your perspectives and practices in improving students’ emotional intelligence (EI) skills. It consists of 18 statements accompanied by a five point Likert scale, one multiple choice question, and one open-ended question.

You will be asked to indicate what methods you use to instruct emotional intelligence skills to your students; as well as any issues that may hinder this instruction. Definitions and a chart explaining the terms used in the survey will be provided at the beginning of the survey to help ensure your complete understanding. Please refer to the poster in your staffroom bulletin board which provides additional information regarding the survey and its purpose. The survey should not take more than about 15 minutes of your time.

Once you have completed the survey please place it into the self-addressed envelope and mail it to the principal investigator by the end of October, 2012.

There are no known harms associated with your participation in this research. The potential benefits are that you may learn more about teaching emotional intelligence skills.

Your participation is anonymous and all records of your participation will be kept strictly confidential, such that only my supervisor and I will have access to the information. Data will be stored in a locked filing cabinet within my supervisor’s office. Data will be destroyed by shredding in May 2013. The results from this study will be reported in a written research report and an oral report during a class presentation. Results from this study will also be made available to the School Superintendent in SD #79. Although I may use quotations from participants, I will make every effort to ensure that information is not presented in any way that identifies participants. However, there still is a possibility that participants may be identified by the information that is provided.
Your participation is completely voluntary. You may choose not to answer any question on the survey that makes you feel uncomfortable. You may withdraw from participating at any time until the survey has been submitted. After that time, it will not be possible to separate your data from other participants since the survey is anonymous.

The return of your completed survey indicates your consent to participate in this study and for the information you provide to be used in this research. Please keep a copy of this letter of consent for your records.

If you have any concerns about your treatment as a research participant in this study, please contact VIU Research Ethics Officer, by telephone at (250) 753-3245 (ext. 2665) or by e-mail at reb@viu.ca

If you have any questions about this research project, or would like more information please feel free to contact me at the e-mail address or phone number below.

Sincerely,

Sharlene Royer Witt

switt@sd79.bc.ca
Appendix C

Letter to the Principals
To the principal of _______ Elementary School

I am currently working on a research project on emotional intelligence within Cowichan Valley School District #79 as part of my work as a Vancouver Island University Masters of Education student. I am also a teacher at Alex Aitken Elementary School. I have obtained ethics approval from the Superintendent of Cowichan Valley School District #79 for the research.

The purpose of this project is aimed at exploring teacher’s perspectives and practices on the improvement of students’ emotional intelligence both intrapersonally and interpersonally. The survey is also aimed at exploring what methods of instruction teachers are using to improve students’ emotional intelligence (i.e. social emotional learning (SEL) methods or direct emotion processing methods).

Information from this study will attempt to explore the extent to which teachers in Cowichan Valley School District #79 are participating in enhancing the emotional intelligence of elementary school students. My goal is aimed at researching teachers’ perceptions regarding enhancing emotional intelligence of elementary school children, and what methods of instruction are preferred by teachers in this district.

I am hoping that you will agree to have the survey conducted in your school and will assist in the distribution of the survey in October, 2012. I have enclosed a sample of an information poster I would like to post in your staffroom with your approval. If you are in agreement to the survey, I will deliver to your school envelopes containing the survey and other pertinent information. At the same time, I will place the information poster on your staffroom bulletin board for the participating teachers to read.

I am asking your assistance in placing the envelopes in the mail boxes of all grade K-6 teachers presently at your school. You would not be involved in speaking to any teachers regarding the study, nor in the collection of the envelopes to ensure anonymity. If you have any concerns about ethical considerations of this research, please contact the Vancouver Island University Ethics Officer at reb@viu.ca or by telephone at 250-753-3245, local 2665.

Could you please let me know if this meets with your approval by e-mail?

Thank you in advance for your support in making this study possible.

Sincerely,

Sharlene Royer Witt

Vancouver Island University Student

Alex Aitken Elementary School Teacher

switt@sd79.bc.ca
Appendix D

Poster for the Schools
TEACHERS’ PERSPECTIVES AND PRACTICES REGARDING IMPROVING THE EMOTIONAL INTELLIGENCE OF ELEMENTARY SCHOOL STUDENTS— A MASTER’S OF EDUCATION STUDY

Your help is greatly needed! Thank-you for your time!

In these trying times, teachers are faced with many challenges. We teach social responsibility to our students so they become socially competent in conflict situations. Yet, students are coming to school with many emotional issues and lack the skills to manage these emotions both in relationships, and as individuals.

The purpose of this study is to explore teachers’ perspectives and practices on the improvement of students’ emotional intelligence skills in elementary school, both intrapersonally and interpersonally. I am interested in finding out: What do teachers think about improving students’ emotional intelligence, and what are the instructional issues?

Please check your mailbox for more information about the study and a copy of the study survey.

All participation is completely voluntary and anonymous. If you have any questions regarding the study please contact:

Sharlene Royer Witt
Alex Aitken Elementary School
switt@sd79.bc.ca
Appendix E

Methods of Instruction for Improving Students’ Emotional Intelligence

Commercial Violence Programs for the Instruction for Intrapersonal and Interpersonal Emotional Intelligence Skills

<table>
<thead>
<tr>
<th>Method of Instruction</th>
<th>Number and % of Participants using Method- N total = 87</th>
<th>DOI for information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Step Program</td>
<td>48 (55%)</td>
<td><a href="http://www.cfchildren.org/second-step.aspx">http://www.cfchildren.org/second-step.aspx</a></td>
</tr>
<tr>
<td>Cool Kids in the Zone</td>
<td>48 (55%)</td>
<td><a href="http://www.edu.gov.on.ca/eng/safeschools/registry.html">http://www.edu.gov.on.ca/eng/safeschools/registry.html</a></td>
</tr>
<tr>
<td>Safe Schools: Social Responsibility Kit</td>
<td>48 (55%)</td>
<td><a href="http://www.bced.gov.bc.ca/seo/">http://www.bced.gov.bc.ca/seo/</a></td>
</tr>
<tr>
<td>Bullying Kit-Help I’m a Bully</td>
<td>48 (55%)</td>
<td><a href="http://www.edu.gov.on.ca/eng/safeschools/registry.html">http://www.edu.gov.on.ca/eng/safeschools/registry.html</a></td>
</tr>
<tr>
<td>Tribes Program</td>
<td>9 (10.34%)</td>
<td><a href="http://schools.gedsb.net/ar/passion/pv/Roots%20of%EmpathyTribes/Turner.pdf">http://schools.gedsb.net/ar/passion/pv/Roots%20of%EmpathyTribes/Turner.pdf</a></td>
</tr>
<tr>
<td>Kids in the Know</td>
<td>1 (1.14%)</td>
<td><a href="http://www.kidsintheknow.ca/app/en">http://www.kidsintheknow.ca/app/en</a></td>
</tr>
<tr>
<td>Care Kit</td>
<td>1 (1.14%)</td>
<td><a href="http://resources.curriculum.org/csc/resources/safety.html">http://resources.curriculum.org/csc/resources/safety.html</a></td>
</tr>
<tr>
<td>Non-Violent Communication by Marshall Rosenberg</td>
<td>1 (1.14%)</td>
<td><a href="http://nonviolentcommunication.com">http://nonviolentcommunication.com</a></td>
</tr>
<tr>
<td>Random Acts of Kindness</td>
<td>1 (1.14%)</td>
<td><a href="http://www.randomactsofkindness.org/">http://www.randomactsofkindness.org/</a></td>
</tr>
<tr>
<td>Response Ability Pathways</td>
<td>1 (1.14%)</td>
<td><a href="http://www.reclaiming.com/content/node/12">http://www.reclaiming.com/content/node/12</a></td>
</tr>
</tbody>
</table>
### Appendix E Continued

School Wide Conflict Resolution Programs for the Instruction for Intrapersonal and Interpersonal Emotional Intelligence Skills

<table>
<thead>
<tr>
<th>Method of Instruction</th>
<th>Number and % of Participants using Method-N=87</th>
<th>DOI for information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marvin Marshall Program</td>
<td>82(94%)</td>
<td><a href="http://www.marvinmarshall.com/">http://www.marvinmarshall.com/</a></td>
</tr>
<tr>
<td>WITS Program</td>
<td>82(94%)</td>
<td><a href="http://www.witsprogram.ca/schools/leads-program/">http://www.witsprogram.ca/schools/leads-program/</a></td>
</tr>
<tr>
<td>Friends for Life/Fun Friends -B.C. Ed. Program</td>
<td>3(3.44%)</td>
<td><a href="http://www.edu.gov.on.ca/eng/safeschools/registry.html">http://www.edu.gov.on.ca/eng/safeschools/registry.html</a></td>
</tr>
<tr>
<td>Gordon Neufeld Strategies</td>
<td>1(1.14%)</td>
<td><a href="http://www.neufeldinstitute.com/about/gordon">http://www.neufeldinstitute.com/about/gordon</a></td>
</tr>
<tr>
<td>Barbara Coloroso</td>
<td>1(1.14%)</td>
<td><a href="http://www.kidsareworthit.com/">http://www.kidsareworthit.com/</a></td>
</tr>
<tr>
<td>Daniel Goleman</td>
<td>1(1.14%)</td>
<td><a href="http://danielgoleman.info/">http://danielgoleman.info/</a></td>
</tr>
<tr>
<td>Ready Set Respect Program</td>
<td>1(1/14%)</td>
<td><a href="http://www.glsen.org/cgi-bin/iowa/all/news/redord/2833.html">http://www.glsen.org/cgi-bin/iowa/all/news/redord/2833.html</a></td>
</tr>
</tbody>
</table>
### Dialoguing with Students Regarding Personal Emotions - A Variety of Methods for the Instruction for Intrapersonal and Interpersonal Emotional Intelligence Skills

<table>
<thead>
<tr>
<th>Method of Instruction</th>
<th>Number and % of Participants using Method-N=87</th>
<th>DOI for information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind up Program</td>
<td>10 (11.49%)</td>
<td>[<a href="http://the">http://the</a> hawnfoundation.org/mindup/mindup-curriculum/](<a href="http://the">http://the</a> hawnfoundation.org/mindup/mindup-curriculum/)</td>
</tr>
<tr>
<td>Teacher as a Model</td>
<td>4 (4.59%)</td>
<td></td>
</tr>
<tr>
<td>Parent as a Model</td>
<td>2 (2.29%)</td>
<td></td>
</tr>
<tr>
<td>Multiple Intelligence Surveys</td>
<td>2 (2.29%)</td>
<td><a href="http://www.lauracandler.com/free/misurvey">http://www.lauracandler.com/free/misurvey</a></td>
</tr>
<tr>
<td>Roots of Empathy</td>
<td>1 (1.14%)</td>
<td><a href="http://www.roots">http://www.roots</a> of empathy.org/Mary Gordon</td>
</tr>
<tr>
<td>Positive Reinforcement Techniques</td>
<td>1 (1.14%)</td>
<td><a href="http://modernfamilylife.net/positive-reinforcement-examples-in-shaping-kids-behavior/">http://modernfamilylife.net/positive-reinforcement-examples-in-shaping-kids-behavior/</a></td>
</tr>
<tr>
<td>Visual Calendars</td>
<td>1 (1.14%)</td>
<td><a href="http://specialed.us">http://specialed.us</a></td>
</tr>
<tr>
<td><strong>Whole Body Listening</strong></td>
<td>1(1.14%)</td>
<td><a href="http://www.socialthinking.com">http://www.socialthinking.com</a></td>
</tr>
<tr>
<td>--------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td><strong>Random Acts of Kindness</strong></td>
<td>1(1.14%)</td>
<td><a href="http://www.randomactsofkindness.org/">http://www.randomactsofkindness.org/</a></td>
</tr>
<tr>
<td><strong>Response Ability Pathways</strong></td>
<td>1(1.14%)</td>
<td><a href="http://www/reclaimin.com/content/trainings/response-ability-pathways">http://www/reclaimin.com/content/trainings/response-ability-pathways</a></td>
</tr>
<tr>
<td><strong>Successful Behavioural Criteria e.g. Self-Regulation</strong></td>
<td>1(1.14%)</td>
<td></td>
</tr>
<tr>
<td><strong>Class Meetings</strong></td>
<td>1(1.14%)</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion of Literature</strong></td>
<td>1(1.14%)</td>
<td></td>
</tr>
<tr>
<td><strong>Reviewing Positive Thinking Skills</strong></td>
<td>1(1.14%)</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching Good Manners</strong></td>
<td>1(1.14%)</td>
<td></td>
</tr>
<tr>
<td><strong>Listening to Relaxing Music</strong></td>
<td>1(1.14%)</td>
<td></td>
</tr>
<tr>
<td><strong>Counselling</strong></td>
<td>1(1.14%)</td>
<td></td>
</tr>
<tr>
<td><strong>Role Play</strong></td>
<td>1(1.14%)</td>
<td></td>
</tr>
</tbody>
</table>