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A Mixed Methods Analysis of the Relationship Between Independent Study Teachers' Emotional Intelligence and At-Risk Students Academic Success

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ABSTRACT

A Mixed Methods Analysis of the Relationship Between Independent Study Teachers' Emotional Intelligence and At-Risk Students Academic Success

by Stephanie Niemeyer

Purpose: The purpose of this sequential explanatory mixed methods study was to determine the relationship between independent study charter schoolteachers' emotional intelligence (EQ) scores, as measured by the Schutte Self-Report Emotional Intelligence Test (SSEIT), and the number of credits earned in a learning period by their students. An additional purpose was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences student credit completion.

Methodology: This study used a mixed methods approach to collect quantitative and qualitative data from highly qualified independent study teachers working in charter schools with at-risk high school students. Using the SSEIT, 33 Likert scale questions were placed into categories that matched the 5 EQ traits according to Goleman (2006): self-awareness, self-regulation, motivation, empathy, and social skill. A series of 12 qualitative questions were asked to 10 participants, and themes were coded under the same 5 EQ traits.

Findings: In the overall quantitative findings, motivation was measured to be the highest ranked emotional intelligent trait in making students successful. This was the second highest ranked qualitative response. Similarly, self-awareness was the highest ranked qualitative response, and motivation was the second highest quantitative response.

Conclusion: These findings indicate motivation and self-awareness are very closely linked in the quantitative and qualitative data. Considering the reality that teachers self-reported their ability to be self-aware in the interviews, the correlation to motivation is evident. Teachers who are more self-aware are able to be more motivational to their students, as indicated from the responses of the data.

Recommendations: Based on the findings and limitations of this study, the researcher recommends further research in understanding how motivation contributes to at-risk student success is impacted by teachers who are able to be self-aware. If more students are able to receive motivation from teachers who are more self-aware, the data indicate that the students will perform better.

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CHAPTER I: INTRODUCTION

No one cares how much you know, until they know how much you care.

—Theodore Roosevelt

Care is often a trait attributed to emotional intelligence (Goleman, 2006). Emotional intelligence (EQ) is a term that has gained much recognition over the last decade not only in the field of human behavior or organizational institutions but also in educational settings (Joseph & Newman, 2017). EQ was originally rooted in psychology and understanding human behavior, and researchers Salovey and Mayer discovered that individuals understand, process, and present with different abilities to recognize, process, and perceive their behaviors as well as the behaviors of others (Sellie-Dosunmu, 2016). Salovey and Mayer (1990) defined EQ as the "ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 4). In the seminal study of intelligence, Salovey and Mayer defined measures of intelligence that are outside the realm solely of academics.

Goleman (2006) further expanded the concepts of Salovey and Mayer in his groundbreaking book *Emotional Intelligence: Why It Can Matter More Than IQ* originally published in 1995. Primarily focused on developing work performance and leadership skills, Goleman defined five key attributes that constitute higher levels of EQ. These attributes are self-awareness, self-regulation, motivation, empathy, and social skills. Many organizations in the business world began adopting the EQ modality and began hiring and training leaders and employees based on developing these attributes (Bielaszka-DuVernay, 2014; Cavallo & Brienza, 2001).

As the organizational world began embracing the concept of EQ, educational leaders considered the impact that EQ may have within the classroom (Busch & Oakley, 2017). Society also began to consider the benefits of developing EQ. Fernandez-Berrocal and Ruiz (2018) stated,

> The 21st century has brought a new view of the more diverse reality of human functioning, and we are slowly but surely becoming aware of the need for families to address the education of emotional and social aspects, and for schools and society to explicitly do so as well. (p. 425)

In current education, there exists a variety of educational settings wherein a student may be introduced and further encouraged to obtain information regarding EQ skills, behaviors, and expectations (California Department of Education [CDE], n.d.-a). Research has indicated that a positive relationship exists in schools that implement EQ educational programs (Colling, 2018; Powell & Kusuma-Powell, 2010); however, much of the research revolves around traditional school settings. Considering that the at-risk student population is growing, addressing EQ in nontraditional, alternative educational settings is also important (McCulloch, 2018).

As all schools recognize the importance of developing EQ in students, it becomes important to also discuss the development of EQ with regard to the teachers, administration, and support staff (Greenockle, 2010). Educational settings, standards, and expectations are constantly evolving (WH Magazine, 2019). Alternative educational settings often enroll students who are, for a variety of reasons, not finding success in traditional educational settings (National Center for School Engagement [NCSE], n.d.). Many of the students within these educational settings are described as *at-risk* (NCSE,

n.d.). At-risk students often lack emotionally intelligent traits such as self-awareness, self-regulation, motivation, empathy, and social skills (Chong, Lee, Roslan, & Baba, 2015). Developing the EQ of all students in both traditional and alternative educational settings, in addition to developing the EQ of staff and organizational leaders, can lead to a healthier, happier, and well-rounded future (Cherniss, Extein, Goleman, & Weissberg, 2006).

Background: Theoretical Foundations

Intelligence as a theoretical or philosophical concept has arguably changed over time. Burton (2018) stated,

> Westerners tend to think of intelligence in terms of analytical skills. But in a close-knit hunter-gatherer society, intelligence might be defined more in terms of foraging skills or social skills and responsibilities. Even within a single society, the skills that are most valued change over time. (para. 3)

In the 1800s, scientists Paul Broca and Sir Francis Galton theorized that intelligence could be measured by an individual's skull size ("History of IQ test," 2019). Broca and Galton suggested that those with larger skulls possessed higher intelligence. Scientist Wilhelm Wundt added the component of *introspection*—reflection of one's own thoughts and behaviors as a measure of intelligence ("History of IQ test," 2019).

Emotional Intelligence

Salovey and Mayer (1990) looked at intelligence from a different perspective and began researching a framework to organize the traits of human behavior that related to individual abilities and differences with regard to emotions. This was outside the scope of the preexisting knowledge and definition of intelligence. Salovey and Mayer began

differentiating the previous ideas of IQ being the sole indicator of smart or able people and rather began to consider what individual attributes may also, or even more, contribute to ability, intelligence, and success (Salovey & Grewal, 2005).

Salovey and Grewal (2005) stated, "Emotional intelligence brings together the fields of emotions and intelligence by viewing emotions as useful sources of information that help one to make sense of and navigate the social environment" (p. 281). Understanding the environment through the processes of emotion may be just as if not more important than systematic or logical thinking (Castellano, 2014). As more research was subsequently conducted in the varying arenas that IQ and EQ can impact, such as business organizations, military, and education, the theory of one or the other being more important was marginalized.

Corporate Beginnings: Emotional Intelligence in the Workplace

Drawing upon the work of Salovey and Mayer, Goleman (2006) capitalized on the term *emotional intelligence*, which he is often credited for creating. In his 1995 best-selling book, Goleman suggested that EQ in the workplace is far more important than the previous measure of intelligence that relied heavily on linear, logical thinking. To better define and understand Goleman's concept of EQ, Goleman defined five key attributes as essential traits to understand and develop. These attributes are self-awareness, self-regulation, motivation, empathy, and social skill.

Throughout Goleman's research, he analyzed a variety of organizations as well as the teams within organizations. Goleman (2006) concluded that "the single most important element in group intelligence . . . [specifically related to groups within organizations] is not the average IQ in the academic sense, but rather in terms of

emotional intelligence" (p. 160). Many organizational leaders and businesses began implementing some of the theories Goleman discussed and saw much success (Cavallo & Brienza, 2001).

Integration of Emotional Intelligence in Education

There has been a shift in the research of EQ (aka EI) from the impact that these skills can have in organizations to the impact EQ has in education (MacCann, Fogarty, Zeidner, & Roberts, 2011). More specifically, educational research is beginning to focus on understanding the relationship between EQ of teachers and its relationship to student success (Colling, 2018; Curci, Lanciano, & Soleti, 2014). Jones, Bailey, and Jacob (2014) discussed the importance of EQ within the classroom: "When all adults in the school community use the same strategies, children experience predictability in the quality of interactions throughout the school day, which promotes their understanding and use of appropriate behavior" (p. 21). Additionally, classrooms that promote EQ have fewer disciplinary problems (Kelley, 2018).

Colling (2018) suggested that "studies of teacher effectiveness, as measured by student achievement, indicate that teacher behavior is similar to those behaviors associated with EI" (p. 2). These behaviors are described as the "ability to monitor the feelings and emotions of the self and of others and to use this information to guide one's behaviors, and the ability to identify and control emotions in oneself and in others" (Wicks, Nakisher, & Grimm, 2018, p. 3). As the educational world continues to implement EQ within schools for students, an important consideration for administrators is the need to provide professional development or training to enhance the teacher's own understanding of EQ. According to Jones et al. (2014), "Providing teachers—especially

new teachers—with concrete social-emotional strategies can enhance their capacity for positive interactions and effective communication with students" (para. 12).

According to Powell and Kusuma-Powell (2010), teachers who demonstrate EQ in the classroom are better able to maintain and manage their classrooms as well as increase student achievement. Research has indicated that teachers must demonstrate and model EQ traits within their classrooms because these EQ skills are becoming educational necessities (Turculet, 2015; Watson, Emery, Bayliss, Boushel, & McInnes, 2012). Turculet (2015) stated,

> The school has a new mission: to educate attitude. Educators can agree upon the importance of developing and modeling emotional intelligence, however, the presentation of these skills can differ among the various platforms in which education can be delivered in the 21st Century. (p. 994)

Differences in American educational settings. Historical research shows that educational settings have changed as a result of social and economic demands (Applied Research Center [ARC], 2006). In 1932, "A survey of 150 school districts [revealed] that three quarters of them are using so-called intelligence testing to place students in different academic tracks" (ARC, 2006, para. 28). Native American boarding schools, segregated schools, and Chinese concentration camps were among the various arenas that America has provided for diverse and minority groups over time (ARC, 2006). In modern education, social and economic demands have paved the way to addressing diverse students by providing a variety of educational settings and alternative schools. Teachers now assess how students engage in education through various formats and learning styles such as tactile, kinesthetic, visual, and auditory methods (Cimermanova,

2018). As the teachers began to look at each student individually, emotions and social development became topics of educational interest, primarily because of Salovey and Mayer's work on EQ (Edutopia, 2011).

With all the advances and educational understandings of individual students that have emerged, so have the need for a variety of educational settings wherein students could access education in the setting most appropriate for their own learning style and preference. Around the same time as Salovey and Mayer's (1990) work on EQ elicited researchers' interests, educators sought alternative educational settings to provide students with a variety of educational platforms to meet the needs of the evolving student.

These settings include traditional schools, private schools, homeschools, online schools, and charter schools. Huson (2019) stated,

> Traditional public schools educate all children, [through] a diverse population [which] encourages children to develop tolerant and accepting attitudes. Online schools and homeschooling, while having the potential to deliver quality instruction, can lack the opportunity for children to learn alongside a community of other children. (para. 3)

Homeschooling activists suggest that homeschooling settings provide for more social-emotional development than traditional schools (Postma, 2017) although many charter schools not only are incorporating social-emotional curriculum but also are laying down social-emotional learning as the foundations on which they were formed (McCulloch, 2018).

Changes in American students. Traditional schools are most often made up of students who reside locally, and the schools are publicly funded. Traditional schools

operate within school district boundaries and are determined by the U.S. Census Bureau's (2010) Geography Division. Generally, where a student lives dictates where the student attends school. However, as education has evolved, more legislators and researchers are understanding that there are many types of students within the K-12 educational system and have adjusted the education opportunities that are available to students. Much research has been devoted to understanding effective teaching modalities to best educate traditional school students (Fuentes, 2012); however, there is little research focused on students who do not attend traditional schools.

Students who do not attend traditional schools include online students, homeschool students, and charter school students. Within the charter school realm, a diverse set of students exists as well. These students can include students who focus on military training; high-achieving students; science, technology, engineering, and mathematics (STEM) focused students; and independent study students. Charter schools in California often have a unique focus that appeals to particular students and parents. Many charter schools also offer an independent study approach, which allows the student and family much flexibility in attending school and earning a diploma (CDE, n.d.-b).

Charter schools in California. Charter schools are another example of the social and economic demands of meeting all students' educational needs. Not all states authorize charter schools. According to the Center for Education Reform (CER, 2018), "Forty-three states and the District of Columbia have enacted charter school laws" (para. 12). The center added,

> Since the first charter schools were established in the 1990s, the movement has spread to every other corner of the country, with concentrated growth in the

> nation's largest urban centers. Over time, demand for charters has skyrocketed despite setbacks deriving from weak charter school policies, overregulation, and false perceptions of charter schools promulgated by opponents of school choice. (CER, 2018, para. 2).

Charter schools often offer a variety of educational settings within themselves such as homeschool options, online options, and independent study options. The first charter school in California, Choice 2000, was opened in 1994 (CDE, n.d.-f) and provided students an alternative to the local traditional school the students had previously been attending.

***Independent study charter schools*.** Independent study charter schools offer different ways of learning (California Charter Schools Association [CCSA], 2020). Rafoth (2019) discussed the major elements of independent study as individualized teaching and learning, a tutorial relationship (between teachers and students) exists, learning is convenient for the student, and the learner takes responsibility for his or her own success. The flexibility of independent study charter schools allows previously truant students, homeless or transient students, and those who deal with psycho-social, economic, and support system barriers to still attend school in an attempt to earn their high school diplomas (CDE, n.d.-f).

Considering that many of the students enrolled in independent study programs have significant challenges impeding their education, such as abuse and lack of support, it is not surprising that these students often lack EQ skills and/or traits (Chong et al., 2015, Freedman, Jensen, Rideout, & Freedman, 2007). Petrides, Sangareau, Furnham, and Frederickson (2008) suggested that EQ may be especially important for students who

are defined as at risk. Many students within independent study programs are often described as at-risk students (NCSE, n.d.).

At-risk students. The at-risk student population is growing (Henley, Ramsey, & Algozzine, 2002). Many of the students who are defined as at risk have often experienced adverse childhood experiences such as trauma, and these experiences can last a lifetime (Centers for Disease Control and Prevention [CDC], 2019). According to NCSE (n.d.), at-risk students often exhibit similar characteristics. Although a student may exhibit only one characteristic, it is common for at-risk students to have multiple problems that influence their success in school:

- Homeless or transient
- Involved in drugs or alcohol
- Abused sexually, physically, or emotionally
- Mentally ill
- Neglected at home or live in stressful family environments
- Lacking social or emotional supports
- Involved with delinquent peers (NCSE, n.d.)

More research into effective teaching methods and practices related to assisting at-risk students in alternative schools can likely reduce the incidence of risky behaviors and poor relational skills that are often attributed to these students. Considering that these at-risk behaviors can perpetuate into adulthood, addressing these students' needs prior to high school graduation is of great concern (CDC, 2019). An additional concern related to addressing the need for developing independent study students' EQ is the need

for independent study teachers to understand and model positive EQ within their classrooms (Busch & Oakley, 2017; Krcmar, 2018).

Independent study teachers. According to CDE (n.d.-g), "Independent study teachers meet at least the same professional requirements as classroom-based teachers" (para. 2). Teachers in independent study often tutor or teach a variety of subjects and are primarily responsible for ensuring the success of a specific caseload of students, all of whom are working through a variety of subjects, at any given time. According to the CDE,

> Independent study teachers possess the attributes that allow them to develop close bonds that foster student success [as well as they] are knowledgeable about their students' learning styles, interests, and needs and use this knowledge to shape their instructional strategies. (para. 2)

One of the primary responsibilities of an independent study teacher is to analyze the student's high school transcripts and determine which classes the student needs to make up for his or her credit recovery as the student works toward high school graduation. In this manner, independent study teachers provide students with a "personal learning plan to prepare them to meet their academic, personal, and school-to-career goals" (CDE, n.d.-f, para. 3). Because of the close one-to-one relationship that independent study teachers maintain with their students, the ability to develop rapport is essential for student success. Nathan (2018) stated, "Having positive teacher-student rapport is vital in today's society, now more than ever before" (p. 3). Gonzalez (2016) suggested that the relationship between the student and teacher aids in the student feeling

safe and comfortable in school and that the relationship contributes significantly to a student's academic success and social development.

Theoretical Framework

To better define and understand independent study teachers' EQ, the definitions of EQ provided by Goleman (2006) were selected as the framework most appropriate for the purpose of this study. The attributes Goleman associated with EQ and the behavioral characteristics associated with each definition are listed in Table 1. This information provides an understanding of what behavior may be displayed in a classroom, by teacher or student, and the associated definition and trait that corresponds with such behavior.

The CDE (n.d.-f) suggested that independent study educational settings are not going to work for every student. The CDE went on to state that independent study students will need study skills such as commitment, motivation, organization, and self-direction in order to be successful in school. The aforementioned study skills fall within the understanding of EQ traits as defined and described by Goleman, in Table 1. These EQ traits are needed for a student to be successful in school (Chong et al., 2015).

As with all teachers and students, the relationship that independent study teachers have with their independent study students can be very impactful (Olsen, 2014). Independent study teachers could benefit from understanding Goleman's definitions of self-awareness, self-regulation, motivation, empathy, and social skills as well as the characteristics associated with each definition shown in Table 1 (Whitaker, 2019). Because independent study teachers have an opportunity to work one-on-one with their students, they have the ability to holistically educate their students (Harper, 2017). This

includes developing the five attributes of EQ in addition to the Common Core State Standards necessary for graduation.

Table 1

Five Components of Emotional Intelligence

Trait	Definition	Characteristic
Self-awareness	The ability to recognize and understand your moods, emotions, and drives as well as their effect on others	• Self confidence • Realistic self-assessment • Self-depreciating sense of humor
Self-regulation	The ability to control or redirect disruptive impulses and moods; the propensity to suspend judgement—to think before acting	• Trustworthiness and integrity • Comfort with ambiguity • Openness to change
Motivation	A passion to work for reasons that go beyond money or status; a propensity to pursue goals with energy and persistence	• A strong drive to achieve • Optimism, even in the face of failure • Organizational (educational) commitment
Empathy	The ability to understand the emotional makeup of other people; skill in treating people according to their emotional reactions	• Expertise in building and retaining talent • Cross-cultural sensitivity • Service to clients and customers (students)
Social skill	Proficiency in managing relationships and building networks; an ability to find common ground and build rapport	• Effectiveness in leading change • Persuasiveness • Expertise in building and leading teams (building community within the classroom)

Note. Adapted from "The Five Components of Emotional Intelligence at Work" [Video webcast], by HBR Ascend staff, 2020 (https://hbrascend.org/topics/the-five-components-of-emotional-intelligence-at-work#:~:text=/).

Research has shown that teachers who model EQ produce students who are emotionally intelligent (Busch & Oakley, 2017; Fernandez-Berrocal & Ruiz, 2018). There is an emerging body of research focused on the role that traditional schoolteachers

possess with regard to modeling and teaching EQ in their classrooms (Madhar, 2010; Tierno, 2008; Wilson, 2012); however, the research is lacking with regard to the important role that independent study teachers may have when modeling and teaching students about EQ. According to Garcia (2015), "In order to bring about the change educators need to ensure they reach all students, they will need to transform the way they look at education and make emotional literacy skills a national standard" (p. 138). In an attempt to move toward making emotional literacy skills a national standard attainable by all students, more research must be done with regard to this particular population of nontraditional at-risk students enrolled in alternative educational setting charter schools and who are working with independent study teachers.

Statement of the Research Problem

Current research in developing EQ within education (Basu & Mermillod, 2011; Busch & Oakley, 2017; Moore, 2019) indicates that the primary focus has been on developing EQ in traditional school settings. Conroy et al. (2019) stated,

> A growing body of research exists on the effectiveness of classroom-based intervention programs to prevent and ameliorate social, emotional, and learning difficulties demonstrated by young children at risk for Emotional and Behavioral Disorders (EBD). Yet, little research has examined the influence of these targeted intervention programs on the teachers who are trained to deliver them. (p. 31)

Teachers work directly with students every day, and they impact students beyond the classroom (Curci et al., 2014). Valente, Monteiro, and Lourenco's (2019) study found that "teachers' EI must be understood as something to be managed in a constructive and

proactive way" (p. 748), and the authors further suggested the need for future research regarding the development of teachers' EQ.

Not only do teachers need to be well equipped in developing their own EQ, but they also need to be empowered and prepared to develop the EQ of their students (Curci et al., 2014; Powell & Kusuma-Powell, 2010). There is little research focused on developing the EQ skills of at-risk youth in independent study educational settings. According to Crane et al. (2016), research focused on understanding and developing interventions aimed at improving youths' understanding of EQ is minimal and lags behind other educational research.

An increase of children exhibiting signs of withdrawal or social problems, anxiety or depression, attention or thinking problems, and delinquent or aggressive behavior is on the rise (Goleman, 2006). The aforementioned characteristics are often found in students who demonstrate at-risk behaviors (NCSE, n.d.). Basu and Mermillod (2011) stated, "Many learners, particularly those at risk of school failure, do not possess the social-emotional skills needed to be emotionally intelligent" (p. 182). Goleman (2006) suggested that implementing EQ awareness into schools is essential in addressing this growing population of seemingly misunderstood youth. According to C. A. Miller, Fitch, and Marshall (2003), "Educators who work with students in alternative education programs need to work with students on developing their skills such as self-control" (p. 550), which is an essential component of EQ. Nicoll (2013) suggested that that future research is needed in understanding the impact that EQ can have on outcome measures such as academic progress; however, the research still falls short with regard to studying

the impact that emotionally intelligent teachers can have on at-risk student success in nontraditional educational settings.

Purpose Statement

The purpose of this sequential explanatory mixed methods study was to determine the relationship between independent study high school teachers' EQ scores, as measured by the Schutte Self-Report Emotional Intelligence Test (SSEIT), and the number of credits earned in a learning period by their students. An additional purpose of the study was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences student credit completion.

Research Questions

Quantitative

1. What relationship exists between independent study high school teachers' level of self-awareness and their students' credit completion?
2. What relationship exists between independent study high school teachers' level of self-regulation and their students' credit completion?
3. What relationship exists between independent study high school teachers' level of internal motivation and their students' credit completion?
4. What relationship exists between independent study high school teachers' level of empathy and their students' credit completion?
5. What relationship exists between independent study high school teachers' level of social skill and their students' credit completion?

Qualitative

1. How do independent study high school teachers perceive and describe their own ability to model self-awareness and its influence on students' credit completion?
2. How do independent study high school teachers perceive and describe their own ability to model self-regulation and its influence on students' credit completion?
3. How do independent study high school teachers perceive and describe their own ability to model internal motivation and its influence on students' credit completion?
4. How do independent study high school teachers perceive and describe their own ability to model empathy and its influence on students' credit completion?
5. How do independent study high school teachers perceive and describe their own ability to model social skill and its influence on students' credit completion?

Significance of the Problem

According to Joshi, Srivastava, and Raychaudhuri (2012), "Emotional intelligence (EI) is increasingly being recognized as a measure of overall performance across various fields" (p. 2061). Joshi et al. stated, "EI is not only essential to overall life satisfaction but also for academic success" (p. 2062). Little, if any, research exists regarding the significance that EQ has on impacting at-risk students' learning abilities.

Goleman (2006) indicated that the number of children displaying signs of at-risk behavior is on the rise. Social Solutions (2019), a nonprofit organization geared toward assisting in the development of at-risk youth, compiled some staggering statistics regarding their status:

- Nearly 40% of children in the United States live in low-income families. (para. 4)

- Twelve percent of high school dropouts are unemployed. (para. 8)
- High school dropouts are more than 8x as likely to commit crimes and serve prison time. (para. 10)
- Students who live in communities with high levels of poverty are 4x more likely to be chronically absent [from school]. (para. 14)
- Nearly 45% of children living in poverty are more likely to lack basic needs such as food, clothing, shelter, and medical care. (para. 15)
- California is one of the top five states with the most homeless youth.

Current research on EQ tends to focus on the impact that EQ has within the workplace or within traditional school settings (Crane et al., 2016). Neither the previously conducted research regarding EQ in the workplace or research conducted in traditional school settings are relevant to developing at-risk high school students' EQ because the settings of the research are so different. This study could benefit the teachers and administrators employed in nontraditional educational settings by providing a better understanding of the relationship that emotionally intelligent teachers can have on the at-risk student population. This study could also benefit traditional school district stakeholders who would like to address the growing population of at-risk students by identifying recommendations for understanding emotionally intelligent teachers who work directly with at-risk youth.

Raymond, Mumma, and West (2018) indicated that many students enrolled in independent study charter schools are described as students who demonstrate traits of at-risk behavior. These behaviors may lead these students to never graduate high school (C. A. Miller et al., 2003; Suhyun, Jingyo, & Houston, 2007). This study can contribute

to determining effective teaching strategies or methods that may benefit this underserved student population. The study also has the potential to inspire the at-risk student population to develop lifelong learning skills and to earn a high school diploma. Considering that the population of at-risk youths is on the rise (McCann, 2020), this population of students warrants greater concern in the realm of research. Without effective methods of understanding and reaching at-risk students, the possibility of developing a compassionate, empathic future may be limited (Crane et al., 2016).

Definitions

Emotional intelligence (EQ/EI). EQ is the ability to understand one's own emotions as well as the emotions of others. Furthermore, EQ is the ability to make behavior judgements and decisions through the understanding of these emotions and the emotions of others.

Self-awareness. Self-awareness is the ability to be aware not only of one's mood but also of his or her thoughts about his or her mood and the ability to monitor feelings as they happen.

Self-regulation. Self-regulation is the ability to control one's impulses and the ability to respond instead of react.

Internal motivation. Internal motivation is developing the desire to succeed for no one else's satisfaction but rather for one's own satisfaction.

Empathy. Empathy is the ability to understand other people's emotions and reactions.

Social skill. Having social skill is being able to handle a variety of interactions and relationships such as personal, professional, and recreational relationships.

Highly qualified teacher. The California state requirement for becoming a highly qualified teacher "applies to all public and elementary or secondary school teachers employed by a local educational agency who teach a core academic subject" (National Association of Special Education Teachers [NASET], n.d., para. 1). The teacher (a) has obtained full state certification, (b) holds a bachelor's degree, and (c) has demonstrated subject-matter competency.

Delimitations

This study was delimited to independent study high school teachers in independent study high schools in San Bernardino County, California.

Organization of the Study

This study is arranged into five chapters. Chapter I introduced the background, statement of the research problem, purpose of the research, and the research questions. Chapter II provides a thorough analysis and review of the literature related to EQ in the workplace and within education and the impact that the development of EQ may have on nontraditional students in nontraditional educational settings. Chapter III presents the methodology of this mixed methods research study, indicating the steps and procedures that were taken when collecting both the qualitative and quantitative data for the specified sample population. Chapter IV provides an analysis of the data collected. Chapter V discusses the findings of this research in addition to making recommendations for future research. Finally, references and appendices complete the research study.

CHAPTER II: REVIEW OF THE LITERATURE

Emotional intelligence (EQ) is a topic that is gaining more notoriety in the realm of research. According to Joseph and Newman (2017), "The past quarter century has seen impressive growth of emotional intelligence (EI) as a topic of interest in the fields of psychology and management" (para. 1). Although EQ (aka EI) gained its foundation in the corporate world (Dhani & Sharma, 2016), more research is being gathered to determine the relationship between teachers who demonstrate EQ traits, as defined by Goleman (2006), and the impact these positive traits can have on students.

This literature review explores the background information of EQ and how this has developed within the educational system. Additionally, this literature review covers current theoretical models and understandings used in education with regard to EQ traits. This review further explores the EQ traits that teachers may have or display in their classrooms when working with their students. Finally, this literature review explores the possible benefit that EQ traits in teachers may have in working with at-risk students (Colling, 2018).

Background

The concept of EQ is now common in many schools (Busch & Oakley, 2017) because educators have realized the importance of developing the whole child (Turculet, 2015). The educational system did not always find EQ as relevant as it does today (Watson et al., 2012). Education can come in many forms (CDE, n.d.-f) and has changed significantly over time (Gray, 2008). Traditional schools are the typical and often familiar brick-and-mortar buildings spread throughout communities everywhere. R. Miller (2019) suggested that between 1837 and the early 20th century, the one best

system of public education became established although he went on to point out that alternative educational settings, such as homeschooling and Montessori schools, were quickly established to stand against the "rigid nature" of the public school system.

The 1960s were the backdrop of much social questioning such as racial injustice, feminism, and anticorporations, all of which laid the foundation for the expansion of alternative educational settings. Additionally, the U.S. Department of Education began to assess the impact that poverty could impose on students' success, leading to the Elementary and Secondary Education Act of 1965 (Kantor, 1991). Student demonstrations, teacher strikes, and a general questioning of society allowed for the growth of nontraditional and alternative educational settings to flourish. As the educational system moved forward with the social demands for educational change, which can be demonstrated by the increase in alternative educational settings, there was also an increased recognition of the importance of EQ within these changing schools (Busch & Oakley, 2017).

Educational options are now available in many states to provide access to a variety of educational platforms. This includes online or virtual schools, homeschools, charter schools, and more (CDE, n.d.-a). Within these educational options and settings there are a variety of different types of students, including traditional school students, online students, high-achieving students, and at-risk students. Because of the increasing need to make education accessible to all students (Koperniak, 2019), various teaching methods and skills have been studied, but many of these skills and teaching strategies focus primarily on traditional school students. Although there has been much emphasis of research on EQ within traditional schools (Kiani, 2016; Krcmar, 2018), there is a need

for literature focused on at-risk students who are enrolled in nontraditional schools and the impact that EQ may have on these students (Koperniak, 2019).

Purpose of the Review

The literature review focuses on students who are described as at-risk students and the possible affect that emotionally intelligent teachers may have on these students, with regard to this population of students' academic success as defined by the students' individual credit completion. In 2014, adolescents (children between ages 10 and 19 years) made up 13.2% (almost 42,000,000) of the total population (U.S. Department of Health and Human Services [HHS], 2014). Eighteen percent of the adolescents were found to be living in poverty, which is "defined as a yearly income of $24,250 for a family of four" (HHS, 2015, Table 1). According to McCann (2020), "One in nine individuals between the ages of 16 and 24 are neither working nor attending school" (para. 2), which is a common trend among students who are likely to be described as at risk (CDE, n.d.-f). These statistics elicit concern. Research has demonstrated that poverty, lack of role models, and students who display atypical academic behavior (skipping school, underage drinking, and risky sexual behavior) are most at risk of dropping out of high school (NCSE, n.d.).

EQ in Organizations and Alternative Educational Settings

In the article "Emotional Intelligence; History, Models and Measures," Dhani and Sharma (2016) provided an excellent timeline of the history and development of EQ from a historical perspective on organizations. Additionally, an analysis of the literature provided historical information about the implementation of EQ within education such as the social-emotional learning standards and research projects that gave rise to EQ within

schools (Edutopia, 2011). Finally, the historical account also provided information regarding the origins of alternative education, such as charter schools, that service at-risk students in nontraditional settings (Raymond et al., 2018).

Historical Perspectives

1930. Toward the beginning of the 20th century, psychologist Edward Thorndike "received much recognition during his lifetime for his efforts to help educational institutions capitalize on learning potential" (Daniel, 2020, n.p.). Thorndike was respected for developing psychological understandings of the process of learning and education. He described the concept of social intelligence as the ability to get along with other people by being able to understand the internal states, motives, and behaviors of oneself and others (Dhani & Sharma, 2016).

1940. Inspired by Edward Thorndike, psychologist David Wechsler joined the Army where he worked on understanding the psychology of literate and illiterate army recruits (Carney, 2011). Wechsler's work primarily focused on the administration of intelligence testing measurements. Wechsler developed the concept of noncognitive intelligence, stating that it is essential for success in life. He theorized that intelligence is not complete until the society as a whole are able to define its noncognitive aspects (Dhani & Sharma, 2016).

1950. Humanistic psychologist Abraham Maslow suggested that people can build emotional strength (Dhani & Sharma, 2016). Maslow is famed for his work in the recognition of human emotional needs. Maslow unified the two separate psychological approaches that were being studied at the time. This included the theories of Freud and Skinner, whose primary focus was on human instinct, and Jung and Fromm, whose focus

was on appreciating the desire for happiness, self-fulfillment, and other abstract psychological concepts (McLeod, 2020). Maslow's work in understanding the development of human needs laid the foundation for other researchers studying cognition and chemistry.

1960. Yale researcher and respected psychiatrist James Comer began examining the relationship between a low-income student's experiences at home and at school (Coutler, 1993). He compared these experiences to the student's academic achievement. His research led to the development of the Comer's School Development Program (aka the Comer Process). The program was designed to create a safe, comfortable environment for students wherein they feel valued and secure. Comer asserted that children in these positive environments will form strong, supportive, and positive emotional bonds with school staff and parents, thereby leading to a more positive, productive, and powerful educational experience.

1975. The societal shift toward understanding psychology gained momentum after World War II. Numerous journals and research articles surfaced to expand the field as well as develop it. Societies also formed to build connections nationwide, dedicated to growing the field (Faye, 2012) in understanding the biology and chemistry of the brain as well as the cognition of the brain. Howard Gardner (1975), a neuroscientist, was credited for blending the two fields of study after introducing the foundational concept of multiple intelligences in his book *The Shattered Mind*. Gardner provided a sensitive look at what happens to the brain make-up of people who suffered injuries or implications as a result of an accident, disease, or stroke.

1983. Additional contributions from Gardner (1983) are found in his book *Frames of Mind*, which introduced the concepts of interpersonal and intrapersonal intelligence. Gardner felt that measuring a participant's intelligence reliably through an hour-long interview or paper-and-pencil test was insufficient (Bouchard, 1984). Gardner provided a framework of multiple intelligences that includes eight distinct differentiations:

- Linguistic (Understanding living things)
- Spatial (Visualizing the world in 3D)
- Naturalist (Understanding living things)
- Musical (Discerning sound, pitch, tone)
- Bodily-Kinesthetic (Coordinating your mind and body)
- Logical-Mathematical (Quantifying/Testing hypothesis)
- Interpersonal (Sensing people's feelings and motives)
- Intrapersonal (Understanding yourself)

Gardner suggested that the study of multiple intelligence is just as important as IQ.

1985. Wayne Payne (1985) used the term emotional intelligence in his doctoral dissertation entitled *A Study of Emotion: Developing Emotional Intelligence; Self-Integration; Relating to Fear, Pain and Desire*. Payne theorized that no institutions in society were providing opportunities to develop an understanding of emotion. He further suggested that schools were falling short in providing students with opportunities to express their emotion and were instead teaching children and society to suppress such emotion. Payne cautioned that this narrative of suppression could backfire on society, and he stated, "How people feel cannot be disregarded in any natural, appropriate form of government" (chapter 16, para. 4).

1987. "The Emotional Quotient" article published in *Mensa Magazine* and written by Keith Beasley (1987) introduced the term *emotional quotient* to describe intelligence beyond just IQ. Research suggested that this was the first published use of the term emotional quotient. (Dhani & Sharma, 2016). Beasley's work initially began in understanding IQ and how Mensa (the society for those with high IQ) could incorporate another aspect of human intelligence (the emotional quotient) to include emotional sensitivity and an awareness of feelings as an additional scope in understanding intelligence. Beasley suggested that "many of the factors that affect IQ also have a bearing on a person's EQ—particularly social environment" (para. 8).

1988. The face of education began to evolve as Albert Shanker, the American Federation of Teachers president at the time, discussed the concept of charter schools (Kahlenberg & Potter, 2014). Shanker proposed that charter schools would be publicly funded, yet they would be individually run schools. Advocates supported the idea that individually run educational settings would allow for the integration of diverse groups to come together and learn from one another as charter school students would be unrestricted from traditional school boundary lines.

1990. Psychologists Peter Salovey and John Mayer (1990) published their landmark article "Emotional Intelligence" in the journal *Imagination, Cognition, and Personality*. McClesky (2014) stated, "This marked the beginning of 20 years of academic research, development, and debate on the subject of EI" (p. 76). The article presented a framework of EQ. In Salovey and Mayer's (1990) work, they described the following four abilities:

- Perception, understanding, and demonstration regarding emotion
- The ability to utilize emotions in thought process
- Assessment and investigation of utilizing an understanding of emotions
- Using emotions to guide self-reflection

1992. The early 1990s brought about significant changes in education. This included changes in high school credit completion requirements, the implementation of standards-based education, and standardized testing and assessment. As standardized testing was quickly gaining momentum, the concept of social-emotional awareness was also beginning to be discussed.

Psychologists Weissberg and Shriver established the K-12 New Haven Social Development program (Edutopia, 2011). Also that year, the W. T. Grant Foundation released a framework for incorporating social and emotion learning into schools (beginnings of social-emotional learning [SEL]; Edutopia, 2011). The first charter school also opened in that year in Minnesota (Perspective, 2018). California became the second state to authorize charter schools (Perspective, 2018).

1994. SEL made its way into education (Edutopia, 2011) by the mid-1990s. The Collaborative to Advance Social and Emotional Learning (CASEL) organization formed and began researching SEL (Edutopia, 2011). The group initially set out to prevent violence and drug use in schools and in contrast aimed at providing opportunities for students that promoted healthy choices, school-community connections, and responsible behavior (Edutopia, 2012).

1995. The concept of EQ was popularized after the publication of Daniel Goleman's (1995) book *Emotional Intelligence: Why It Can Matter More Than IQ*.

Although Goleman suggested that although understanding a person's character is important, more significant than that was his implication that the skills therein that build good character can be taught. Goleman proposed five key elements of EQ: self-awareness, self-regulation, motivation, empathy, and social skills.

1997. The CASEL organization continued to grow in research as well as with contributions to the field of education and psychology. The organization's goal was to share current information between trainers, educators, scientists, policy makers, school-based professionals, and the public regarding systematic efforts in understanding, developing, and implementing SEL in educational settings (Elias et al., 1997). By 1997, nine CASEL collaborators coauthored *Promoting Social and Emotional Learning: Guidelines for Educators* (Edutopia, 2011), which was one of the first sets of guidelines for implementing SEL in schools.

2011. The Academic, Social and Emotional Learning Act of 2011 (Basu & Mermillod, 2011) was introduced to the House of Representatives. The bill "allows funded training to include training in classroom instruction and schoolwide initiatives that enable students to acquire the knowledge, attitudes, and skills most conducive to social and emotional competency" (H.R. 2437, 2011, "Summary"). The bill also includes teacher and principal training designed to address the social and emotional development needs of students (H.R. 2437, 2011).

2017. California had more than 1,200 charter schools, of which more than 100 served at-risk students (Raymond et al., 2018). According to the National Alliance for Public Charter Schools, charter schools enrolled approximately 581,100 students in the 2015–2016 school year, making up nearly 10% of the total enrollment within public

schools (Ballotpedia, 2020). Overall, performance measures of charter schools have been mixed with some charters boasting higher scores of standardized tests than the local districts and other charters being forced to close because of low achievement and performance.

Societal Trends

Riopel (2019) stated, "The idea of an IQ tends to be more focused on solving problems [which] is a much more clear-cut way of looking at things when compared to something like EQ" (para. 9). As societal trends shifted from a sole focus of intelligence (IQ), commonly understood as a human being's ability to understand and adapt to his or her environments through experience and exercise in varying skills intelligence (Marwaha, 2015), and the understanding of intelligence became additionally focused on how human beings can make others feel in addition to being aware of how they themselves feel (Salovey & Mayer, 1990). EQ is a set of skills that are thought to contribute to the appraisal of emotions in oneself and others. It can also help contribute to the effective regulation of emotions and feelings (Salovey & Mayer, 1990).

Landmark Studies

Salovey and Mayer presented a framework for EQ in the early 1990s. In their landmark study *Imagination, Cognition and Personality* they provided

> a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life. (p. 185)

In their article, Salovey and Mayer described emotions as organized responses often resulting from a response to various events.

They went on to differentiate intelligence (a broad set of abilities) and EQ (responses that guide behavior), which was in contrast to the traditional Western thought for *controlling one's emotions before the emotions control you* (Salovey & Mayer, 1990). Within their work, Salovey and Mayer (1990) began to connect society's views of intelligent leaders, wherein they reviewed the work of Stemberg, Conway, Ketron, and Bernstein and identified traits of respondents' characteristics of intelligent leaders. Themes that emerged from this study included intelligent leaders who are accepting of others, take ownership of their own mistakes, and seem to display a desire to improve the world (Salovey & Mayer, 1990).

Salovey and Mayer (1990) defined EQ "as the subset of social intelligence that included the ability to monitor one's own and others' feelings and emotions to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). Although there was research being conducted concerning the idea of social intelligence (Salovey & Mayer, 1990), the authors determined that through synthesizing this prior research, they were able to develop a theoretical framework from which to better understand these various EQ concepts that were emerging at this time. Prior to Salovey and Mayer's research, no framework of understanding had been developed. Within Salovey and Mayer's framework (Figure 1), researchers could develop further understandings of EQ as a concept as well as assess how these skills may look in a variety of settings.

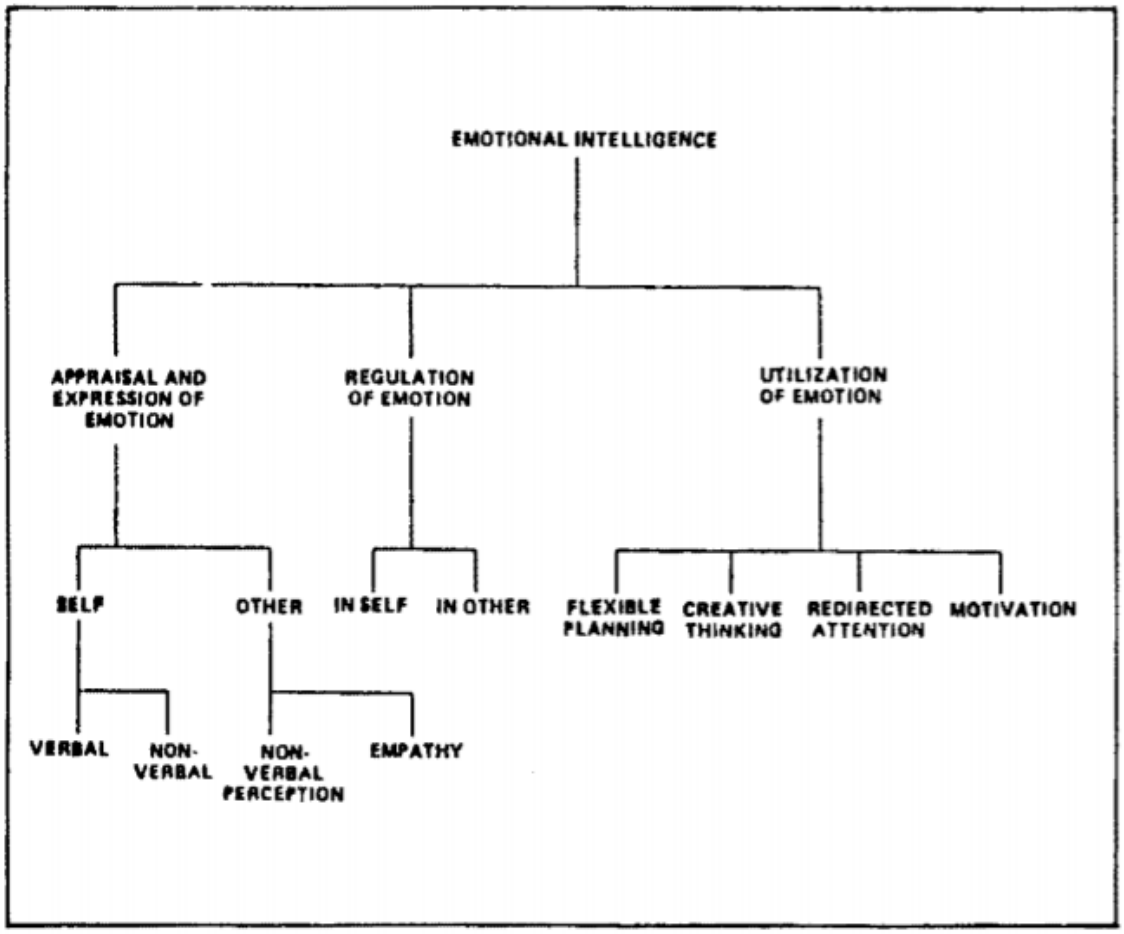

Figure 1. Salovey and Mayer framework. From *Emotional Intelligence*, by P. Salovey and J. D. Mayer, 1990, p. 190 (http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.385 .4383&rep=rep1&type=pdf).

Theoretical Frameworks

Riopel (2019) suggested that EQ has been a growing topic in the field of psychology over the last 2 decades and has gained much media attention. As media attention, research focus, and notoriety have grown, researchers have attempted to develop frameworks from which they can further understand the EQ realm. Since Salovey and Mayer's (1990) landmark study, various frameworks of understanding EQ have emerged.

Salovey and Mayer. Salovey and Mayer's (1990) original work described three interconnected perspectives of EQ. They included appraisal and expression of emotion, regulation of emotion, and utilization of emotion. In 1997, Salovey and Mayer revised their work and added an additional perspective of EQ. This revision introduced a model of EQ that described four branches of understanding: (a) perception, appraisal, and expression of emotion; (b) emotional facilitation of thinking; (c) understanding and analyzation of emotions; and (d) reflective regulation of emotions to promote emotional intellectual growth.

Goleman. Goleman popularized the term emotional intelligence (EQ) in his 1995 best-selling book *Emotional Intelligence* wherein he used the research of EQ, such as Salovey and Mayer's (1990) work, to apply this information to the business world. After spending over 10 years working as a journalist for the *New York Times*, Goleman was researching articles on the brain and behavior sciences. Within his own research, Goleman connected behavior to success in the organizational world. In his work, Goleman looked at the connection between personal and professional success and EQ (Callander, 2015).

Goleman (2006) defined and described EQ traits and characteristics, which he narrowed down to five key attributes: self-awareness, self-regulation, motivation, empathy, and social skills. From Goleman's work, many organizations began to understand and implement this emotionally intelligent concept to their employees and leadership (Castellano, 2014). As success within the business world began to grow with trainings and discussions revolving around EQ (Sellie-Dosunmu, 2016), researchers began to look at the impact that EQ may have in other organizational settings (Cavallo &

Brienza, 2001) and as a result began developing frameworks from which to begin their research (Watkin, 2000).

Petrides. Petrides (2011) differentiated *ability* versus *trait* EQ. According to Petrides, "Trait EI (or trait emotional self-efficacy) concerns emotion-related self-perceptions measured via self-report, whilst ability EI (or cognitive-emotional ability) concerns emotion-related cognitive abilities that ought to be measured via maximum performance tests" (p. 657). Trait intelligence is how people feel about their feelings. Ability intelligence is what people can do with their feelings. Petrides added, "The distinction between trait EI and ability EI is now standard in the scientific literature, which helps to organize its development and the accumulation of knowledge in the field" (p. 657).

Petrides wanted to focus on how people perceived their feelings, suggesting that former models of EQ focused primarily on personality traits, which were "routinely mislabeled and more important, misinterpreted as 'emotional intelligence' or 'emotional competences' or 'emotional abilities'" (Petrides & Mavroveli, 2018). Trait theory, according to Petrides, provided a new definition of former models' EQ and could connect them to scientific theory of psychology (Petrides & Mavroveli, 2018). As a result of the prior theory's mislabeling, Petrides developed the Trait Emotional Intelligence Questionnaire, which consists of 153 items, providing scores on 15 facets, four factors, and global trait EQ (Petrides & Mavroveli, 2018).

Bar-On. In an attempt to better understand EQ from a quantitative perspective, Bar-On (n.d.-b) developed the "Bar-On EQ-I. which [became] the gold standard in measuring emotional intelligence" (para. 5). Bar-On, drew inspiration to study social-

emotional intelligence from Darwin's early work, primarily in the area of survival (Bar-On, 2013, n.d.-b). Bar-On studied the importance of emotional expression and social intelligence in behavior with regard to successful adaptation, which also drew his attention to "Thorndike's 1920 description of social intelligence and its importance for human performance as well as Wechsler's 1940 observations … of non-intellective (non-cognitive) factors … on intelligence behavior" (para. 1).

Bar-On (n.d.-a) described EQ as "an array of interrelated emotional and social competencies, skills and behaviors that impact intelligent behavior" (para. 1). Initially, Bar-On identified various clusters of commonalities in professional literature wherein he identified the skills and behaviors that were thought to be beneficial to life. From there he defined the competencies, skills, and behaviors that came from all of the literature (Bar-On, n.d.-b). Next, an initial 1,000 items were tested on an experimental instrument, and results were analyzed, leading to the determination and inclusion of "15 primary scales and 133 items in the published version" of the Bar-On EQ-I (Bar-On, 2006, para. 22).

Schutte. Also drawing upon the original work of Salovey and Mayer (1990), Schutte et al. (1998) assessed the EQ measures and instruments available at the time. There were two instruments that measured EQ: the Bar-On Emotional Quotient Inventory (Bar-On, 1996a), a measurement that consisted of 133 self-report items, and the Style in Perception of Affect Scale (Bernet, 1996), a 93-item scale aimed at measuring the ability to respond rapidly, appropriately, and effortlessly when dealing with one's own feelings and emotions.

Schutte et al. (1998) stated, "The assessment of the construct of emotional intelligence has not kept pace with interest in the construct" (p. 168). After much research and analysis in the existing EQ measurement instruments, Schutte et al. further suggested that a shorter testing instrument, based on a cohesive and comprehensive model of EQ, was needed for greater understanding in the context of EQ. Despite Salovey and Mayer's revision of their original model (in 1997), Schutte et al.'s focus of research was developed upon the original model, which was developed in 1990. According to Schutte et al., "Salovey and Mayer's original model of Emotional Intelligence lends itself better to understanding the various depths of an individual's emotional development" (p. 169).

For the development of the testing instrument, a pool of 62 items were generated based upon the theoretical models of EQ developed by Salovey and Mayer (Schutte et al., 1998). Respondents used a 6-point Likert scale questionnaire with rankings from 1 (*strongly disagree*) to 6 (*strongly agree*). Evaluations of the items were for fidelity to the relevant construct, clarity, and readability (Schutte et al., 1998).

Additional instrument development led to 346 respondents, all of whom were from diverse backgrounds. Of the respondents, 111 were men and 218 were women. The mean age of participants was 29.27 and the standard deviation was 10.23. Respondents rated themselves, and multiple additional measures were utilized to measure consistency of responses. Schutte et al. (1998) analyzed the collected data and determined the final 33 items that would remain on the Schutte Self Report Emotional Intelligence Test (SSEIT). The derived question pool aligned with all portions of the Salovey and Mayer conceptual model (Schutte et al., 1998). Internal consistency analysis

showed a Cronbach's alpha (coefficient of reliability) of 0.90 for the 33-item scale (Schutte et al., 1998). Internal consistency replication proved to be good as did the test-retest reliability. Schutte et al. acknowledged that the Emotional Intelligence scale, like most self-report measures, seems susceptible to "faking good" (p. 176).

Schutte et al. (1998) further suggested that the scale may have value to those who (a) want to understand themselves better to be able to set and work toward goals, (b) experience problems in areas related to EQ such as impulse control, and (c) are considering entering settings or careers in which EQ is important. As organizations have continued to recognize the positive implications of employees and leaders who demonstrate emotionally intelligent traits (Sellie-Dosunmu, 2016), new organizations such as the Consortium for Research on Emotional Intelligence in Organizations (2019) have been formed. These consultant groups are solely dedicated to providing research on EQ within organizations by offering various measures of which to assess clients who wish to improve their own organizations' EQ.

The Consortium for Research on Emotional Intelligence in Organizations (2019) has collected a list of scientifically validated measures and assessments, which have found their place in various literature and research over the years. In reviewing the literature, the following collection of information was gathered as a means to determine which frameworks were often used within research as well as the common fields of research in which each framework often appears (see Table 2).

Table 2

Measures of Emotional Intelligence

Measure/framework	Assessment	Researcher	Common fields of research
Emotional Intelligence Quotient Inventory	EQ-i	Bar-On, 1996a	Org. psych./education
Style in Perception of Affect Scale	SIPOAS	Bernet, 1996	Medical
Schutte Self-Report Emotional Intelligence Test	SSEIT	Schutte et al., 1998	Education/psychology
Group Emotional Competence Inventory	GEC	Goleman, Boyatzis, & Hay Group, 1999	Psychiatry/medical/ education
Emotional & Social Competence Inventory 360	ESCI	Cavallo & Brienza, 2001	Org. psych.
Work Group Emotional Intelligence Profile	WEIP	Jordan & Lawrence, 2009	Management/Org. psych.
Wong's Emotional Intelligence Scale	WLEIS	Karim, 2010	Culture
Mayer Salovey Caruso Emotional Intelligence Test	MSCEIT	Kong, 2014	Psychology
Profile of Emotional Competence	PEC	Mikolajczak, Brasseur, & Fantini-Hauwel, 2014	Sports
Genos Emotional Intelligence Inventory	Genos EI	Anderson, 2017	Education
Emotional & Social Competence Inventory–University	ESCI-U	Garcia Lopez, Santiago Gomez, & Redondo Duarte, 2018	Education
Trait Emotional Intelligence Questionnaire	TEIQue	Agnoli, Mancini, Andrei, & Trombini, 2019	Culture
Geneva Emotional Competence Test	GECo	Schlegel & Mortillaro, 2019	Workplace/Org. psych.

CASEL. As EQ theories and professional literature emerged, so did EQ models that integrated themselves into education. CASEL is just one of the many research teams dedicated to understanding EQ in education. Curci et al. (2014) also discussed theoretical and empirical research regarding the concept of EQ with regard to education.

Curci et al. grouped the various studies and models into three main theoretical approaches as shown in Table 3.

Table 3

Theoretical Approaches to Emotional Intelligence

Competence model	Cognitive-emotional ability model	Mixed model
Includes a large set of socioeconomic competencies defined as learned capabilities (Goleman, 1995)	A form of intelligence intervening in the processing of emotional information (Mayer & Salovey, 1997)	Conceptualize emotional intelligence as a set of personality traits and abilities related to emotional and social knowledge (Bar-On, 1996b)

Turculet (2015) suggested that in addition to ensuring all students have equal access to education, schools need to also focus on educating students' attitudes. The integration of EQ into the education system has seen a recent surge of research (Wicks et al., 2018) with evidence suggesting that emotionally intelligent teachers aid in the development of emotionally intelligent students (Busch & Oakley, 2017; Powell & Kusuma-Powell, 2010). A growing body of research has indicated that emotionally intelligent students performed better in school (Watson et al., 2012). EQ researcher and pioneer Daniel Goleman (2006) stated, "Most gratifying for me has been how ardently the concept [of Emotional Intelligence] has been embraced by educators" (p. x). Embedded within the concept of EQ, educators work toward developing self-awareness, emotional control, self-motivation, empathy, and relationship skills (Goleman, 2006).

Emotional Intelligence in Various Settings

EQ in the Workplace: The Foundation That Brought EQ Into Education

The body of literature regarding the concept of EQ within organizations is not only extensive but also leads researchers to the strong conclusion that organizations, staff and leadership alike, benefit from EQ training and skills (Sellie-Dosunmu, 2016). A theory introduced in the 1930s by Edward Thorndike described the concept of social intelligence as the ability to get along with other people through understanding the motives and behaviors of oneself and others (Dhani & Sharma, 2016).

Payne coined the term "emotional intelligence" in 1985. In this work, Payne (1985) offered guidance on developing EQ in three ways: "by raising important issues and questions about emotion; by providing a language and framework to enable us to examine and talk about the issues and questions raised; and by providing concepts, methods and tools for developing emotional intelligence" (p. Abstract). Building upon Payne's work, psychologists Peter Salovey and John Mayer published their landmark article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*" (Dhani & Sharma, 2016). Salovey and Mayer provided a framework for understanding EQ as it related to the understanding of self and others.

The concept of acquiring EQ was made popular with Goleman's (2006) book *Emotional Intelligence: Why It can Matter More than IQ*. Goleman theorized that EQ can be acquired through learning (instead of one's being born with these skills), and this work primarily operates on the definition of "emotional intelligence or EI [as] the ability to understand and manage your own emotions, and those of the people around you" (Institute for Health and Human Potential [IHHP], n.d., para. 5). Goleman's (2006) best-

selling book introduced the organizational world to an entirely new method of predicting and analyzing employee performance, asserting that EQ is twice as important as IQ in predicting career success.

EQ in Education: Incorporation of Successes Found in the Workplace

As the business world began to find value in developing EQ within their organizations (Jordan & Lawrence, 2009; Watkin, 2000), researchers began to look at the possible benefits that EQ could have within education. A thorough analysis of research indicated that schools of all levels—elementary schools (Busch & Oakley, 2017), high schools (Moore, 2019), college-level schools and universities (Edwards, 2018), and the like—are all assessing the implications and potential value that EQ could have within education. Much of this research has come from organizations such as CASEL. According to the CASEL (n.d.) organization, "CASEL was formed in 1994 with the goal of establishing high-quality, evidence-based social and emotional learning (SEL) as an essential part of preschool through high school education" (para. 1).

In 1997, CASEL and the Association for Supervision and Curriculum Development (ASCD) developed guidelines of implementing SEL into all public schools, from preschool to high school graduation. Strategies designed to create SEL programs that were coordinated, comprehensive, and research based have been implemented and redesigned. As more research regarding the possible benefits of SEL emerges, CASEL continues to work toward improving the social-emotional intelligence of students all across the country.

EQ in Students: The Needed Equal Access for All Students

According to "Public Education in California" (Ballotpedia, 2013), the number of California students in Grades K-12 was 6,299,451. There were 266,255 teachers, 977 school districts, and 10,315 schools. There was a 24:1 student-to-teacher ratio and overall graduation rate of 80.4%. As the number of California residents, students, and districts has increased over time, California education has adapted to reflect the needs of the communities.

Within educational institutions, modern-day students and classrooms have evolved (Lakritz, 2019) from the traditional settings depicted in the media. Rather, the evolution of education, specifically in California, has brought with it varying types of students as well as various types of educational settings (CDE, n.d.-a). As the face of education has changed, local school districts have had to adapt.

Under the school districts' operations and oversight, students can attend traditional schools, magnet schools, and alternative schools, which include charter schools, online schools, and homeschool environments (CDE, n.d.-a). Many at-risk students attend these alternative educational settings (NCSE, n.d.). CDE (n.d.-a) provides the information in the following sections regarding the types of educational settings that fall under the alternative education options in California.

Continuation schools. According to CDE (n.d.-c), continuation schools provide students ages 16 to 18 with an opportunity to graduate high school if they have not already done so. Students in continuation schools are often behind on credits (CDE, n.d.-c). California requires at least 15 hours per week of school, or 180 minutes daily as students are not exempt from required school attendance. According to CDE, "In the

2017-18 school year, there were 435 continuation high schools reporting an enrollment of 51,811 students. However, CDE demographic reports indicate that the total number of students served by these schools over the entire year to be 85,343" (para. 4).

Community day schools. Community day schools are operated by local school districts and service students who are troubled (CDE, n.d.-c). California requires at least a 360-minute minimum instructional day. Community day schools provide students with standards-based curriculum in addition to programs (that) also focus on the development of prosocial skills and student self-esteem and resiliency (CDE, n.d.-c). According to the CDE (n.d.-c), community day schools are designed to have lower student–teacher ratios and access to school counselors and psychologists as well as vocational counselors and other collaborative community resources. The primary student population of community days schools is made up of students who have been expelled or who have had challenges with attendance and/or behavior (CDE, n.d.-c). CDE (n.d.-d) states that as of April 2020, there were 176 community day schools in California.

County court schools. County court schools provide (currently or previously) incarcerated youth who have been released from the juvenile court system access to an educational program of 240 minutes of instructional time, the minimum time required for instruction each day. According to the CDE (n.d.-f),

> Juvenile court schools provide public education for juveniles who are incarcerated in facilities run by county probation departments. These schools are located in juvenile halls, juvenile homes, day centers, ranches, camps, and regional youth education facilities and are operated by the county board of education in the county in which the facility is located. (para. 1)

CDE (n.d.-h) also states, “In October 2019–20, there were 54 Juvenile Court Schools reporting an enrollment of 3,311 students” (para. 4).

Opportunity education. Opportunity education services students are habitually truant, failing, disorderly, or insubordinate (CDE, n.d.-k). Opportunity education is designed to be a short-term educational setting wherein students who have at-risk type tendencies can receive specialized instruction, curriculum, guidance, counseling, psychological services, and assistance from supportive staff, including teachers and tutors (CDE, n.d.-k). According to CDE (n.d.-l), as of “April 2020, there were 22 Opportunity schools. Student enrollment in opportunity programs and classes in traditional schools is not collected” (para. 2).

Magnet programs and schools. Magnet schools offer local communities specialized educational choices for students and parents. Magnet schools often provide students with an educational area of focus that is embraced by the entire school community. Often, the area of focus is centered on one of the following: science, technology, engineering, arts, or mathematics. According to the CDE (n.d.-i), school districts set up magnet programs and schools for different reasons. Some of these reasons are

- to offer educational choices to students,
- to create a more balanced student population in a district, and
- to provide specialized instruction at one or more schools.

According to CDE (n.d.-j), as of the 2019–2020 school year, there were 531 magnet schools in California.

Independent study. Independent study is an alternative educational option provided to students by many school districts in California. The program provides flexibility to students who, for a variety of reasons, cannot attend traditional school settings. Additionally, independent study programs attempt to provide students who might not otherwise graduate high school the ability to advance toward their educational pursuits. The CDE (n.d.-g) states,

> Independent study is available to students from kindergarten through high school, [and is] designed to respond to the student's specific educational needs, interests, aptitudes, and abilities within the confines of the school board policy. Students who participate in independent study take the same courses as students in regular classes. (para. 3)

Charter schools. Parents, teachers, or community members may petition their local school boards for the implementation of a new charter school. Charter schools often take on similar platforms mirroring other traditional public schools, including direct instruction educational settings, online educational settings, independent study educational settings, and schools that provide an area of concentration, similar to those of a magnet school and more. Charter schools are publicly funded and are most often run by a charter management organization (CMO). According to the National Alliance for Public Charter Schools (2010), "Charter Management Organizations (CMOs) are nonprofit entities that manage two or more charter schools" (para. 1). CMOs assist in the start-up of many charter schools and provide oversight into the compliance, legalities, and complexities of operating a charter school.

Charter schools are still held to the same standards as traditional schools. According to the CDE (n.d.-b),

> It is the intent of the California Legislature under state law that charter schools operate independently from the existing school district structure as a method to accomplish all of the following:
>
> - Improve pupil learning.
> - Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
> - Encourage the use of different and innovative teaching methods.
> - Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
> - Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
> - Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
> - Provide vigorous competition within the public school system to stimulate continual improvements in all public schools. (para. 2)

According to CDE (n.d.-b), as of the 2017-2018 school year, there were approximately 628,849 students enrolled in charter schools in California, constituting about 10% of the public school population.

At-risk students. For the purposes of this literature review, the focus of independent study schools served as the educational setting being researched. Furthermore, the relationship of emotionally intelligent teachers in independent study school settings served as the foundation for understanding the possible impact that emotionally intelligent teachers may have on independent study students and these students' academic success. Many of the students enrolled in independent study schools are deemed to be at-risk students (McCann, 2020). NCSE (n.d.) defined at-risk students from the following characteristics

- Homeless or transient
- Involved in drugs or alcohol
- Abused sexually, physically, or emotionally
- Mentally ill
- Neglected at home or live in stressful family environments
- Lacking social or emotional supports
- Involved with delinquent peers. (para. 2)

The NCSE (n.d.) provided research-based information regarding current practices, frameworks, and resources for promoting attendance, attachment, and achievement in students who demonstrate at-risk behaviors. According to the NCSE,

> At-risk youth are often identified after running away, skipping school, drinking under age, engaging in sexual behavior, displaying disruptive behavior, bullying/harassment, fighting, and committing acts of vandalism. . . . These behaviors can be precursors to dropping out of school, acquiring low paying jobs and/or unemployment, and adult criminal behavior. (para. 3)

The CDE (n.d.-f) stated, “Legislation authorizing independent study was enacted in 1976” (para. 1), and recognized that independent study may be an appropriate setting for

> students who are at risk of dropping out of school . . . [as] independent study can sometimes facilitate a turnaround in student engagement. This can happen when students develop close relationships with teachers in one-on-one and small group settings, and when they are able to take charge of their own learning through an individualized approach. (para. 8)

As evidenced by the CDE, the relationship between teacher and student often elicits an educational turnaround for students who otherwise would have dropped out of high school. Evidence further suggests that emotionally intelligent teachers aid in the achievement and development of successful emotionally intelligent students (Busch & Oakley, 2017; Powell & Kusuma-Powell, 2010).

Identifiable Gaps in the Research

The gap in literature was found regarding the possible impact that emotionally intelligent teachers who are employed in an independent study school setting may have on students who are deemed to be at risk. Understanding the EQ traits of teachers, at-risk students, and alternative educational settings is important when analyzing the literature to assess for any possible gaps. There were no identifiable studies to date that assessed the traits of emotionally intelligent, independent study teachers and the impact that these teachers may have on their at-risk students.

Goleman (2006) described EQ in teachers as the following demonstratable characteristics: self-knowledge, self-management, motivation, social awareness, and

relationship management. Findings of previous research indicated the significant impact that a teacher's EQ can have on a traditional school student's success in academics. Comparatively, students in traditional schools differ from students in independent study programs (CDE, n.d.-f). A thorough analysis of the literature indicated that there was a gap in the research on the impact that teachers' EQ can have on independent study students and the students' success in school.

Although academic success is now being linked to EQ and the aforementioned traits and characteristics, little research has been conducted on the various types of students who may benefit from developing EQ. The overwhelming emphasis of educational research has been focused on traditional students in traditional educational settings. Thus, a large gap in literature revolving around nontraditional students in nontraditional educational settings exists.

CHAPTER III: METHODOLOGY

Overview

This chapter reviews the mixed methodology used to determine what relationship exists between emotionally intelligent independent study teachers and at-risk students' credit completion. This chapter provides a thorough discussion of the methodology, which includes the purpose statement and research questions, and presents the design of the study, population, sample, and details the measurement instruments used. Data collection and analysis procedures are described as well as the procedures used to increase validity and reliability, and the chapter concludes with a discussion on the limitations of the study.

Purpose Statement

The purpose of this sequential explanatory mixed methods study was to determine the relationship between independent study high school teachers' emotional intelligence (EQ) scores, as measured by the Schutte Self-Report Emotional Intelligence Test (SSEIT), and student success as measured by the number of credits earned in a learning period by their students. An additional purpose of the study was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences student credit completion.

Research Questions

Quantitative

1. What relationship exists between independent study high school teachers' level of self-awareness and their students' credit completion?

2. What relationship exists between independent study high school teachers' level of self-regulation and their students' credit completion?
3. What relationship exists between independent study high school teachers' level of internal motivation and their students' credit completion?
4. What relationship exists between independent study high school teachers' level of empathy and their students' credit completion?
5. What relationship exists between independent study high school teachers' level of social skill and their students' credit completion?

Qualitative

1. How do independent study high school teachers perceive and describe their own ability to model self-awareness and its influence on students' credit completion?
2. How do independent study high school teachers perceive and describe their own ability to model self-regulation and its influence on students' credit completion?
3. How do independent study high school teachers perceive and describe their own ability to model internal motivation and its influence on students' credit completion?
4. How do independent study high school teachers perceive and describe their own ability to model empathy and its influence on students' credit completion?
5. How do independent study high school teachers perceive and describe their own ability to model social skill and its influence on students' credit completion?

Research Design

Ivankova, Creswell, and Stick (2006) suggested an explanatory mixed methods study "implies collecting and analyzing quantitative and then qualitative data in two consecutive phases within one study" (p. 4). According to Akhmetova, Kim, and

Harnisch (2014), “In our view, a mixed methods research is the most appropriate way to study the issue of the relationship between the teaching competencies and emotional intelligence” (p. 519). This sequential explanatory, mixed methods study was designed to determine the relationship between an independent study charter schoolteacher’s EQ score, as measured by the SSEIT, and the number of credits earned in a learning period by his or her students. An additional purpose of the study was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences on student credit completion.

Quantitative Research Design

Patten (2009) described quantitative research as data collection that is easy to quantify and allows for statistical analysis. The instrument used for the purposes of this research was the SSEIT. The SSEIT is an inventory that has been used many times in research, particularly within the field of education (Biswas & Invalli, 2017). The SSEIT is a self-report, 33-question, 5-point Likert scale instrument that measures an individual’s ability to identify, regulate, and understand the emotions that are displayed within themselves and exhibited through others. A series of research studies have shown the SSEIT instrument to have good internal consistency and test/retest reliability (Schutte et al., 1998).

Qualitative Research Design

Patten (2009) distinguished the qualitative inquiry framework by determining foundational questions that help the researcher determine the course of action best suited to the topic of the study. The qualitative portion of this study used semistructured

interview questions that were designed to elicit the narrative description of teachers' lived experience and their own perceptions of their ability to model the five EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) when working with their students. Participants of the qualitative data collection were selected from the list of those participating in the quantitative data collection portion of the research.

Population

A population is a group who "conforms to specific criteria" (McMillan & Schumacher, 2010, p. 129) to which research results can be generalized. The population of this study was determined by assessing the number of highly qualified, credentialed independent study teachers in California. To be considered a highly qualified teacher in California, there are certain requirements as mandated by the (NASET, n.d.). At the time of this study, the requirements determining a highly qualified, experienced teacher was an individual who has the appropriate education (a 4-year degree), credentials (single subject or multiple subject teaching credentials), and supervised experience (2 years of a California Teacher Induction Program).

At the time of this study, there were 306,000 highly qualified, credentialed teachers in California (Ed-Data, 2019). Approximately 10% of all teachers were independent study teachers, meaning approximately 30,600 teachers taught independent study in California. Independent study educational settings provide highly qualified teachers an alternative educational setting with which to work with students throughout the students' educational careers. The requirements to be an independent study teacher are the same requirements as being a traditional schoolteacher in California (NASET,

n.d.). Independent study teaching is the difference of where the teachers work in a nontraditional educational setting; however, there is no difference in education and experience that is required for being an independent study teacher. For this study, an independent educational setting was chosen. The differentiation of independent study teachers compared to traditional high school teachers within California for this study are determined to be solely based on what educational setting each teachers' valid California teacher credential indicated that of the highly qualified teacher. The population for this study was 30,600 highly qualified, credentialed independent study teachers in California.

Target Population

According to Creswell (2014), the target population is the "actual list of sampling units from which the sample is selected" (p. 393). A target population for a study is the entire set of individuals chosen from the overall population for which the study data are to be used to make inferences. The target population defines the population to which the findings are meant to be generalized. It is important that target populations are clearly identified for the purposes of research study (McMillan & Schumacher, 2010). It is typically not feasible because of time or cost constraints to study large groups; therefore, the researcher chose population samples from within a larger group.

The target population for this study was determined by assessing the number of highly qualified (NASET, n.d.), credentialed independent study teachers in Riverside and San Bernardino counties in California. At the time of this study, there were 447 highly qualified, credentialed independent study teachers in Riverside and San Bernardino counties (Ed-Data, 2019). The population for this study was the 447 highly qualified,

credentialed independent study teachers in Riverside and San Bernardino counties in California.

Sample

The sample is a group of participants in a study selected from the target population from which the researcher intends to generalize. According to McMillan and Schumacher (2010), sampling is selecting a "group of individuals from whom data are collected" (p. 129). Similarly, Patton (2002) and Creswell (2014) defined a sample as a subset of the target population representing the whole population.

Quantitative Sample and Selection

All independent study high school teachers at 13 separate independent study high school sites in Riverside and San Bernardino counties in California were selected to participate in the quantitative survey. There were 212 high school independent study teachers working in the 13 independent study high schools operating in Riverside County. Sixty-five teachers were chosen, five from each site, to participate in the study from the 212 teachers working at the 13 school sites. The rationale for choosing 65 participants for the quantitative sample was that the correlation statistics to be used required 30 or more participants for the inferential statistical calculations to be valid and reliable. Choosing 65 gave the researcher room for some attrition and more valid statistical results. The quantitative sample for this study was 65 teachers selected as follows:

1. The researcher obtained permission to conduct the study from the school site principal.
2. The researcher obtained a list of all highly qualified and credentialed teachers at the 13 school sites.
3. A description of the study and a request to participate were sent via email to all highly qualified and credentialed teachers.
4. From the teachers who indicated a willingness to participate in the study, each participant was sent an informed consent document to review prior to participation.
5. Each willing participant was sent a survey to complete.

Qualitative Sample and Selection

Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. For phenomenological studies, Creswell (2014) recommended five to 25, and Morse (1994) suggested at least six. There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 2002). The qualitative sample for this study was 10 highly qualified, credentialed independent study teachers selected as follows:

1. In the quantitative survey portion of the study, a final item was added that asked the participants whether they were willing to participate in a follow-up interview for the study.

2. From those participants who indicated a willingness to participate in the interview, 10 teachers who volunteered were chosen.
    a. The 10 teachers who were chosen randomly were selected among 13 schools.

Instrumentation

Two instruments were used for the data collection of this mixed methods study. Mixed methods research provides for a more in-depth understanding of how EQ impacts students' credit completion by utilizing detailed descriptions and analysis (McMillan & Schumacher, 2006). One instrument, the SSEIT, was used for the quantitative data collection, and interview questions were developed for the qualitative portion of the study.

Quantitative Instrumentation

The SSEIT has been determined to be credible (Schutte et al., 1998). Credibility is determined when the results of a study are relatable to the real world and deemed to be correct, reliable and logical (McMillan & Schumacher, 2006) The SSEIT was developed to assess participants' self-reported understanding and demonstrations of EQ traits, based on the work of Salovey and Mayer (1990). Although the original SSEIT possessed a 5-point Likert scale questionnaire, research suggests that a 6-point Likert scale questionnaire was more appropriate.

Cummins and Gullone (2000) stated, "A review of literature indicates that expanding the number of choice-points beyond 5- or [even] 7- points does not systematically damage scale reliability, yet such an increase does increase scale sensitivity" (p. Abstract). Therefore, for this research, the SSEIT was modified to offer

participants a 6-point Likert scale response that provided more specific results for this research.

The SSEIT asks participants to rate themselves on 33 Likert-scale assessment questions/prompts. Reverse coding is embedded within the instrument to ensure the consistency of participants' responses. Once reverse coding is utilized, respondents may earn a score anywhere between 33 and 198. A respondent's higher score is indicative of higher EQ based upon established standard deviations.

Quantitative reliability. For this research, a reliable quantitative instrument was needed to add relevance to the trustworthiness of this study. Reliability is the degree to which one's instrument measures something consistently (Roberts, 2010). Researchers must ensure that the collection of data is reliable. The instrument research conducted by Schutte et al. (1998) indicated that the SSEIT, as a testing instrument, is reliable. According to McMillan and Schumacher (2006), "Instrument reliability refers to the consistency of measurement, or the extent to which the scores are similar over different forms of the same instrument or occasions of data collection" (p. 175). When comparing other self-reporting EQ testing instruments to the 33-item instrument developed by Schutte, a substantial relationship existed at $r = .43$, indicating that "the 33-item scale developed through factor analysis showed good internal reliability" (Schutte et al., 1998, p. 175).

Quantitative validity. According to Patten (2009), "Researchers say that an instrument is valid to the extent that it measures what it is designed to measure and accurately performs the function(s) it is purported to perform" (p. 61). To increase validity in this study, the quantitative instrument that was chosen (SSEIT) had been

shown to produce valid results (Schutte et al., 1998) because the research indicated that the EQ testing instrument did measure what it was designed to measure. This was evidenced in Schutte's research as several studies were conducted to assess for internal consistency, reliability, and validity. According to Schutte et al. (1998), "The 33-item scale developed through factor analysis showed good internal reliability . . . two-week test-retest reliability indicated that the scores were fairly stable over time, [and] the scale showed evidence of validity" (p. 175).

Qualitative Instrumentation

Golafshani (2003) stated, "If we see the idea of testing as a way of information elicitation then the most important test of any qualitative study is its quality" (p. 597). In qualitative research, the researcher becomes the testing instrument (Patton, 2009). As the testing instrument, it is important for the researcher to be self-aware enough to recognize any potential internal or external bias that may exist from the researcher's own personal interest, education, and experience. In an effort to maintain full transparency of this study, the researcher discloses that she has worked in independent study schools in various professional roles, including as an independent study teacher. According to Golafshani (2003), "To ensure reliability in qualitative research, examination of trustworthiness is crucial" (p. 601).

Qualitative reliability. Reliability is achieved when an instrument continues to produce similar results when used in different circumstances (Roberts, 2010). There are different strategies to ensure reliability of instruments whether they are used for quantitative or qualitative methods (McMillan & Schumacher, 2010). This is imperative in research design because it indicates the rigor and trustworthiness of the research

findings. To ensure qualitative reliability, the researcher directly aligned the interview questions with Goleman's (2006) five domains of EQ so that any responses would be contained within those domains.

Field test. The interview questions and protocol were field-tested to establish reliability. The researcher conducted a field test with two individuals who were highly qualified, certificated independent study teachers who were not participants in the study. A colleague familiar with the interview process observed the administration of the interviews and provided feedback regarding researcher performance and actions during the pilot interviews. Conducting the field test provided the researcher the opportunity to ensure clarity of questions and probes, practice interviewing methods, and determine whether experiences align with conceptual areas revealed in the review of the literature. The Brandman Interview Feedback Instrument was used to collect participant and observer feedback as well as researcher reflections.

Preliminary interviews were recorded using Zoom and Rev transcription programs. Following the field test, interview transcriptions were submitted to two colleagues familiar with the interview and data coding process for input. Changes were made to the questions and probes based on feedback from the colleagues. In addition, feedback was solicited from each of the field-test participants. The researcher solicited feedback on interview methods, recording process, and question length. Changes were made based on feedback provided.

Qualitative validity. In qualitative research, validity looks at the degree of congruence between the explanations of the phenomena and how those phenomena translate into the world (McMillan & Schumacher, 2006). An important aspect of this

study's qualitative research revolved around determining participants' lived experience of self-perceived demonstrations of EQ within an independent study school setting.

Additionally, prescripted questions were derived from Goleman's (2006) framework of EQ. These questions are centered on the five traits associated with EQ according to Goleman. The five traits are self-awareness, self-regulation, internal motivation, empathy, and social skill. The researcher used a development matrix to align the research and interview questions, thereby increasing the validity of the questions that were asked (Appendix A).

Creswell (2014) suggested that the validity of a qualitative study is affected by the researcher's perception of validity in the study and his or her choice of paradigm assumption. Before the study was conducted, safeguards designed to limit the researcher's possible bias were put into place. These safeguards included triangulation, coding, development of a research team, and interobserver agreement.

Interview Question Development Matrix. As a validity measure, the researcher used an Interview Question Development Matrix (IQDM) designed to directly align the interview questions with the research questions and variables of the study. The IQDM can be found in Appendix B. The use of the IQDM assures validity in that the data gathered directly address the research questions and variables of the study.

Triangulation of Data

McMillan and Schumacher (2006) discussed the use of triangulation to expose the strengths of one method of data collection and offset the limitations of the other to obtain a more comprehensive collection of data. Daytner (2006) stated that "triangulation involves using multiple data sources, investigators, theories, or methods, to confirm a

warranted interpretation or conclusion . . . trustworthiness of inferences is increased when multiple examples of support are available" (p. 4). Quantitative data from the study were initially gathered and assessed. From the quantitative data, qualitative participants were selected from random, convenience sampling. Qualitative data were compared to the quantitative results to derive an expansion of the understanding of the results.

CodingQualitative research commonly utilizes coding as a means to categorize the data to conceptual frameworks and concepts. Coding is a process by which short phrases or words are commonly identified within the participants' interview transcripts. The identified words or data represent connections between the variables within the study. According to McAlister et al. (2017), "To ensure that the data collected within qualitative and quantitative research is correctly interpreted by a research team and can be used to build new insight, it is imperative that data analysis is conducted using best practices" (p. 2).

Interrater Reliability One best practice approach to increasing reliability in qualitative coding involves establishing interrater reliability (IRR). McAlister et al. (2017) stated that IRR "is a recognized method of ensuring the trustworthiness of the study when multiple researchers are involved with coding" (p. 2). In addition to the researcher's own coding, a research team of experts is often developed to code the interview transcripts as well. Therefore, a team of experts was devised for this study. According to Brandman University, researchers may solicit assistance from other doctoral students (All But Dissertation [ABD]; all course work has been completed) who have completed the qualitative and quantitative content courses, providing a foundation of knowledge with which to determine proper interrater reliability codes for the purposes of research.

McAlister et al. stated, “It is common to have multiple coders code the same data set” (para. 4).

This multifaceted approach to coding allows for greater reliability of results. Although there are a variety of frameworks from which to assess the reliability of the data, all currently existing frameworks attempt to establish qualitative trustworthiness and reliability (McAlister et al., 2017). Miles and Huberman (1994) provided an IRR framework, which data from their study suggest that an IRR of 80% agreement between coders on 95% of the codes is sufficient agreement among multiple coders to produce reliable and generalizable results. The following shows the Miles and Huberman (1994) IRR formula:

$$\text{reliability} = \frac{\text{number of agreements from coding}}{\text{number of agreements from coding} + \text{number of disagreements}}$$

Data Collection

Prior to conducting any research, approval from the Brandman University Institutional Review Board (BUIRB) was needed to ensure that all participants’ rights and privacy were protected, as well as respected, during the course of the study (Appendix C). Prior to collecting any data, participants were provided with assurances embedded within each participant’s informed consent form, that their information, identity, and privacy would be protected (Appendix D). To protect all human participants within the study, the researcher also completed a training course provided by the National Institutes of Health Office of Extramural Research (Appendix E) and the Participant’s Bill of Rights (Appendix F). An additional form that was sent was the research study request letter (Appendix G).

Quantitative Data Collection

Survey data. Quantitative, interval data were collected for this study through the administration of the SSEIT (Appendix H) to participating teachers in independent study schools located in Riverside and San Bernardino counties in California. The SSEIT and demographic information survey were administered to participants via Google Forms online. Permission to utilize the testing instrument was collected (Appendix I).

Archival data. The researcher collected the credit completion data for students of each respective participant from school archives. Student identity was not revealed, only the number of credits completed during the chosen time period.

During the administration of this research study, the coronavirus pandemic (COVID-19) provided federal and state guidelines indicating that all organizations, and the respective members within, must socially distance. The Centers for Disease Control and Prevention (CDC, 2019) described social distancing as the general practice citizens must enact by which they are to stand at least six feet apart, whenever reasonably possible. CDC further indicated that people should avoid or limit any physical interaction with each other.

For the health and safety of the participants, as well as the researcher, the collection of digital signatures, administration of survey, and collection of data via interviews all required electronic correspondence. Zoom technology was used to conduct interviews. Participants were electronically provided with the purpose of the study as well as a confidentiality clause at the beginning of the administration of the assessment via email. Before beginning the survey, participants were required to read and issue their consent to participate in the study via a digital response.

Qualitative Data Collection

Once the quantitative data were collected from each participant, the researcher randomly selected 13 teachers who completed the SSEIT to participate in individual interviews. Directions were provided for the respondents prior to beginning the interview. Patten (2009) stated, "There should be an interview protocol consisting of written directions for conducting the interview as well as predetermined questions to be asked of all participants" (p. 153; Appendix J).

The participants who agreed to be interviewed were provided with a list of predetermined, semistructured interview questions. The predetermined questions were reviewed by two Brandman doctoral graduates who completed their dissertations on the topic of emotional intelligence: Dr. Eric Dahlstrom, dissertation titled *The Manner in Which Emotional Intelligence Competencies Essential for Leading Organizations Are Considered in the Hiring Process and in the Evaluation Process of Secondary Principals*; and Dr. Antoinette Fulcher-Gutierrez, dissertation titled *The Impact of Emotional Intelligence on the Leadership of Public School Superintendents.* Dr. Dahlstrom and Dr. Fulcher-Gutierrez provided feedback on the content and structure of the questions.

The interviews were conducted through Zoom meetings online. The interview was video recorded with participant permission (Appendix K). Once the interviews were completed and transcribed, the data were prepared for coding.

Data Collection and Control

To maintain and protect the personal information, responses, and privacy of participants, careful steps were taken throughout the qualitative research process. Any identifying information was removed from the transcripts, and each participant was given

a number for the study to aid in describing the findings. Additionally, only the researcher had access to the video-recorded Zoom meetings, and any and all research documents were housed in a locked file cabinet. Data files are stored for 3 years upon completion of the study.

Data Analysis

This mixed methods research design gathered responses from both quantitative and qualitative data. Quantitative data were collected electronically utilizing the SSEIT and demographic information as well as the credit completion data for each respective participating teacher. Qualitative data were collected through individual interviews of randomly selected teachers. The quantitative and the qualitative data were analyzed and interpreted to explain the findings of this study.

Quantitative Data Analysis

Quantitative data analysis is the ordered method of synthesizing gathered and collected data, interpreting the data, and then presenting the findings in numerical data (Bryman, 2006).

Quantitative descriptive analysis. Data from the SSEIT and credit completion data were collected, analyzed, and placed in tables for future review, display, and analysis. The mean and standard deviation were also calculated and displayed as part of the analysis of the data.

Quantitative inferential analysis. The Pearson product-moment correlation coefficient was used to compare individual teachers' SSEIT scores to their students' credit completion numbers to determine strength of individual relationships. A multiple

regression analysis was used to determine how well the mean overall teacher SSEIT scores predicted the outcomes in terms of mean student credit completion.

Qualitative Data Analysis

Following the analysis of the quantitative data that were gathered, focus shifted to the qualitative results from participants. According to the LearnHigher and Manchester Metropolitan University (2008), "In contrast to quantitative data, qualitative data does not simply count things, but is a way of recording people's attitudes, feelings and behaviors in greater depth" (para. 1). The video recordings of the participant interviews were transcribed. The researcher reviewed the recording several times to formulate the development of the initial, identified themes. Each interview transcript was coded to identify themes, patterns, and similarities in the data. The codes were then placed in a data frequency matrix to provide a visual understanding of the results and to aid in organizing and analyzing the data.

Common themes, patterns, and similarities were identified, and upon completion of analyzing all participant's responses, a master data matrix was developed to identify the consensus of participants' responses. The data for each research question was placed into data frequency charts followed by a narrative summary of the table display.

Intercoder Raters

One Brandman University doctoral colleague familiar with the interview and coding process served as an intercoder rater to assure reliability throughout the entire process. The intercoder rater independently coded 20% of the qualitative data, seeking 90% consistency with the researcher to assure consistency of coding. The intercoder rater minimized any potential bias throughout the interpretation.

Limitations

Limitations are elements of the research study that may negatively impact the generalizability of the findings (Roberts, 2010). Possible limitations within this study included the relatively small sample size. These schools may not be representative of all independent study charter schools or traditional schools for that matter. Another possible limitation in this study is reflected in the participant's self-reported responses on the SSEIT because self-reported perceptions of EQ traits may be biased. Another limitation existed in the potential bias embedded within the delivery of interview questions that may reduce generalizability. Finally, the reality of interviewing participants through online platforms such as Zoom may allow for a variety of external factors to influence the interactions between the researcher and the participant as well as the responses that the participant provides.

Summary

This study used a mixed methods, explanatory sequential design model. Quantitative and qualitative data were gathered to determine the possible effect of independent study high school teachers' level of EQ and the impact that EQ may have on at-risk students' credit completion. This chapter reviewed the purpose statement, research questions, and the design model used to gather the data. Additionally, this chapter described the population, target population, and sample size of the study and how participants were determined. Finally, the chapter described how the data were gathered and how they were analyzed with relation to answering the research questions.

Chapter IV reports the findings from the data collected. Chapter V covers the significance of the study and the associated findings. Additionally, Chapter V provides conclusions from the study and recommendations for future research.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

Social-emotional intelligence gained popularity in education (MacCann et al., 2011) as research indicated that emotionally intelligent teachers often have a positive impact on student success (Busch & Oakley, 2017). Goleman's (2006) model of emotional intelligence (EQ) uses the following attributes: self-awareness, self-reflection, motivation, empathy, and social skills. He discussed emotionally intelligent teachers by describing the following characteristics: self-knowledge, self-management, motivation, social awareness, and relationship management. Goleman's work initially influenced the business world; however,

> thanks to Goleman, educators now recognize that emotional intelligence is every bit as important to learning as intellectual prowess or IQ. As a result, tens of thousands of schools throughout the world currently incorporate "social and emotional learning" in their curricula. In some schools, courses geared toward developing emotional intelligence are mandatory. (Resilient Educator, 2020, para. 2)

Much research has been done on EQ in traditional school settings, and many traditional schools are supported by the CASEL core competencies of self-management, self-awareness, social awareness, healthy relationships, and responsible decision-making, as models to use, in providing students with a culture of EQ at school. According to The University of British Columbia (2006),

> [At the] CASEL Forum with Daniel Goleman, author of *Emotional Intelligence*, [he] discusses the common set of ingredients of successful child programs, [and]

social and emotional learning. He discusses research on the emotional and achievement benefits for children who receive training in social and emotional learning versus not receiving such training, and the importance of educating the whole child. (para 1)

Purpose Statement

The purpose of this sequential explanatory mixed methods study was to determine the relationship between independent study high school teachers' EQ scores, as measured by the Schutte Self-Report Emotional Intelligence Test (SSEIT), and student success as measured by the number of credits earned in a learning period by their students. An additional purpose of the study was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences student credit completion.

Research Questions

Quantitative

1. What relationship exists between independent study high school teachers' level of self-awareness and their students' credit completion?
2. What relationship exists between independent study high school teachers' level of self-regulation and their students' credit completion?
3. What relationship exists between independent study high school teachers' level of internal motivation and their students' credit completion?
4. What relationship exists between independent study high school teachers' level of empathy and their students' credit completion?

5. What relationship exists between independent study high school teachers' level of social skill and their students' credit completion?

Qualitative

1. How do independent study high school teachers perceive and describe their own ability to model self-awareness and its influence on student credit completion?
2. How do independent study high school teachers perceive and describe their own ability to model self-regulation and its influence on students' credit completion?
3. How do independent study high school teachers perceive and describe their own ability to model internal motivation and its influence on student credit completion?
4. How do independent study high school teachers perceive and describe their own ability to model empathy and its influence on student credit completion?
5. How do independent study high school teachers perceive and describe their own ability to model social skill and its influence on student credit completion?

Research Methods and Data Collection Procedures

The research method used for this study was a mixed methods study. According to Akhmetova et al. (2014),

> A mixed methods research [approach] is the most appropriate way to study the issue of the relationship between the teaching competencies and emotional intelligence. Mixed methods research involves the collection and analysis of both quantitative and qualitative data and its integration. Instead of using traditional quantitative techniques in education, using mixed methods research is more powerful. It can be considered a distinct methodology apart from traditional intervention studies, or case studies or ethnographies. … The combination of

> quantitative data … and qualitative data … provide a better understanding of a research question. (p. 519)

Information for this study was collected through an anonymous survey created in Google Forms and a collection of interviews from highly qualified teachers who were employed at independent study charter schools throughout San Bernardino and Riverside counties. Teachers participated at their own choice after completing the quantitative questionnaire. The criteria to establish a highly qualified teacher was met through the employment at the organization according to the state of California teacher credentialing requirements. Emails were sent to the principals at each school asking for permission to interview the teachers, and no objections to the surveys surfaced. Additionally, support from the area superintendent was also granted for the research.

Interviews were scheduled when teachers responded to the researcher. Interviews were conducted between May and June 2021 at convenient times for the participating teachers. Zoom meetings were scheduled after consent forms and demographic information were collected. Additionally, all participants of the research, both quantitative and qualitative, were provided with an invitation letter (Appendix L), informed consent (Appendix D), and Brandman University's Participant's Bill of Rights (Appendix F). Participants of the interview portion were provided with the questions prior to the interview.

The researcher and a doctoral graduate familiar with the research each coded the information from one of the interviews and identified common themes. At least 80% accuracy on theme identification was needed. Approximately 90% of the themes were

agreed upon after analyzing the data. The themes were put into an Excel sheet for facilitating the analyzation.

Population

A population is a group who "conforms to specific criteria" (McMillan & Schumacher, 2010, p. 129) to which research results can be generalized. The population of this study was determined by assessing the number of highly qualified, credentialed independent study teachers in California. To be considered a highly qualified teacher in California, there are certain requirements as mandated by NASET (n.d.). At of the time of this study, the requirements determining a highly qualified, experienced teacher was an individual who had the appropriate education (a 4-year degree), credentials (single subject or multiple subject teaching credentials), and supervised experience (2 years of a California Teacher Induction Program).

At the time of this study, there were 306,000 highly qualified, credentialed teachers in California (Ed-Data, 2019). Approximately 10% of all teachers were independent study teachers, meaning approximately 30,600 teachers taught independent study in California. Independent study educational settings provide highly qualified teachers an alternative educational setting in which to work with students throughout the students' educational careers. The requirements to be an independent study teacher are the same requirements as being a traditional schoolteacher in California (NASET, n.d.). Independent study teaching is the difference of where the teachers work in a nontraditional educational setting; however, there is no difference in education and experience that is required for being an independent study teacher. For this study, an independent educational setting was chosen. The differentiation of independent study

teachers, compared to traditional high school teachers within California, for this study is determined to be solely based on what educational setting each teachers' valid California teacher credential indicated as that of the highly qualified teacher. The population for this study was 30,600 highly qualified, credentialed independent study teachers in California.

Target Population

According to Creswell (2014), the target population is the "actual list of sampling units from which the sample is selected" (p. 393). A target population for a study is the entire set of individuals chosen from the overall population for which the study data are to be used to make inferences. The target population defines the population to which the findings are meant to be generalized. It is important that target populations are clearly identified for the purposes of research study (McMillan & Schumacher, 2010). It is typically not feasible, because of time or cost constraints to study large groups; therefore, the researcher chose population samples from within a larger group.

The target population for this study was determined by assessing the number of highly qualified (NASET, n.d.), credentialed independent study teachers in Riverside and San Bernardino counties in California. At the time of this study, there were 447 highly qualified, credentialed independent study teachers in Riverside and San Bernardino counties (Ed-Data, 2019). The population for this study was the 447 highly qualified, credentialed independent study teachers in Riverside and San Bernardino counties in California.

Sample

The sample is a group of participants in a study selected from the target population from which the researcher intends to generalize. According to McMillan and Schumacher (2010), sampling is selecting a "group of individuals from whom data are collected" (p. 129). Similarly, Patton (2002) and Creswell (2014) defined a sample as a subset of the target population representing the whole population.

Quantitative Sample and Selection

All independent study high school teachers at 13 separate independent study high school sites in Riverside and San Bernardino counties in California were selected to participate in the quantitative survey. There were 212 high school independent study teachers working in the 13 independent study high schools operating in Riverside County. Sixty-five teachers were chosen, five from each site, to participate in the study from the 212 teachers working at the 13 school sites. The rationale for choosing 65 participants for the quantitative sample was that the correlation statistics to be used required 30 or more participants for the inferential statistical calculations to be valid and reliable. Choosing 65 gave the researcher room for some attrition and more valid statistical results. The quantitative sample for this study was 65 teachers selected as follows:

1. The researcher obtained permission to conduct the study from the school site principal.
2. The researcher obtained a list of all highly qualified and credentialed teachers at the 13 school sites.

3. A description of the study and a request to participate was sent via email to all highly qualified and credentialed teachers.
4. From the teachers who indicated a willingness to participate in the study, each participant was sent an informed consent document to review prior to participation.
5. Each willing participant was sent a survey to complete.

Qualitative Sample and Selection

Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. For phenomenological studies, Creswell (2014) recommended five to 25, and Morse (1994) suggested at least six. There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 2002). The qualitative sample for this study was 10 highly qualified, credentialed independent study teachers selected as follows:

1. In the quantitative survey portion of the study, a final item was added that asked the participants whether they were willing to participate in a follow-up interview for the study.
2. From those participants who indicated a willingness to participate in the interview, 10 teachers who volunteered were chosen.
    a. The 10 teachers who were chosen randomly were selected among 13 schools.

Demographic Data

The 10 teacher participants' demographic details are as follows: 30% male participants and 70% female participants. The education of the participants varied;

however, all participants were highly qualified. The California state requirement for becoming a highly qualified teacher "applies to all public and elementary or secondary school teachers employed by a local educational agency who teach a core academic subject" (NASET, n.d., para. 1). The teacher has (a) obtained full state certification, (b) holds a bachelor's degree, and (c) has demonstrated subject matter competency. All participants were employed at independent study schools in San Bernardino County and Riverside County.

Of the quantitative study, 56.7% of the participants were female, 40% were male, and 3.3% declined to state their gender; 3.3% were aged 20–29, 43.3% were aged 30–39 , 26.7% were aged 40–49, 10% were aged 50–59, 13.3% were aged 60–69, and 3.3% were aged 70 or over. Thirty percent of the participants possessed a BA/BSplus additional credits, 26.7% possessed a MA/MS, 40% possessed a MA/MS plus additional credits, and 3.3% possessed an Ed.D. or Ph.D.

Of the respondents, 33.3% have been teaching 1–5 years, 26.7% have been teaching 6–10 years, 33.3% have been teaching 11–15 years, 3.3% have been teaching 16–20 years, and 3.3% have been teaching 21–25 years. Of the respondents, 33.3% had 21–30 students on their student roster, 26.7% had 31–40 students, 20% had 41–50, and 6.7% had 51 or more students on their student roster; 6.7% had less than 10 students and 6.7% had 10–20 students on their roster.

The average credit completion indicated that 46.7% of teachers had a 2.1–3.0 credit completion average, 33.3% had a 1.1–2.0 credit completion average, 10% had a 3.1–4.0 credit completion average, 3.3% had a 4.1–5.0 credit completion average, 3.3% had a 5.1–6.0 credit completion average, and 3.3% had less than 1 credit completion

average. The credit completion average was factored by calculating the number of students on any given teacher's student roster and the number of credits that the entire roster completes within one given learning period. For this study, the learning period that was measured was learning period 10 (March 22–April 16) in the 2020-2021 school year.

Presentation and Analysis of Data

Quantitative

For this study, Schutte's self-report EQ test was used. According to Connor, Hill, Kaya, and Martin (2019),

> Although it was designed to measure overall EI, subsequent research indicates that it performs better as a multidimensional scale measuring 4 distinct factors including: optimism/mood regulation, appraisal of emotions, social skills and utilization of emotions. These four scales again map closely to the broad facets present in many EI instruments as follows: optimism/mood regulation = regulating emotions in self, appraisal of emotions = perceiving emotions in self, social skills = regulating emotions in others, and utilization of emotions = strategically utilizing emotions. (para. 26)

The four scales described by Connor et al. can be broken down even further to provide a better understanding of EQ as it related to Goleman's (2006) definition of EQ. Components of the SSEIT were extracted to align with Goleman's five descriptions of EQ and placed into subscales to quantify the following measured items: self-awareness, self-regulation, motivation, empathy, and social skill.

The 33 items of Schutte's testing instrument were categorized within Goleman's (2006) description of EQ by placing the corresponding questions of the SSEIT under the categories described by Goleman as shown in Table 4.

Table 4

Schutte's 33 Item Testing Instrument

No.	Survey item
	Self-Awareness
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.
6	Some of the major events of my life have led me to reevaluate what is important and not important.
9	I am aware of my emotions as I experience them.
15	I am aware of the nonverbal messages I send to others.
19	I know why my emotions change.
22	I easily recognize my emotions as I experience them.
32	I can tell how people are feeling by listening to the tone of their voice.
	Self-Regulation
1	I know when to speak about my personal problem to others.
10	I expect good things to happen.
12	When I experience a positive emotion, I know how to make it last.
14	I seek out activities that make me happy.
16	I present myself in a way that makes a good impression on others.
20	When I am in a positive mood, I am able to come up with new ideas.
21	I have control over my emotions.
27	When I feel a change in emotions, I tend to come up with new ideas.
	Motivation
3	I expect that I will do well on most things I try.
7	When my mood changes, I see new possibilities.
8	Emotions are one of the things that make my life worth living.
17	When I am in a positive mood, solving problems is easy for me.
23	I motivate myself by imaging a good outcome to tasks I take on.
28	When I am faced with a challenge, I give up because I believe I will fail.
31	I use good moods to help myself keep trying in the face of obstacles.

Table 4 (*continued*)

No.	Survey item
	Empathy
5	I find it hard to understand the nonverbal messages of other people.
18	By looking at their facial expressions, I recognize the emotions people are experiencing.
24	I compliment others when they have done something well.
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.
29	I know what other people are feeling just by looking at them.
30	I help other people feel better when they are down.
33	It is difficult for me to understand why people feel the way they do.
	Social Skill
4	Other people find it easy to confide in me.
11	I like to share my emotions with others.
13	I arrange events others enjoy.
25	I am aware of the nonverbal messages I send to others.

Table 5 and Figure 2 show the results of the data for Survey Item 1, "I know when to speak about my personal problems to others":

Table 5

Results of the Data for Self-Regulation: Survey Item 1: Personal Problems Spoken to Others

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	3
Slightly agree	5
Agree	13
Strongly agree	9

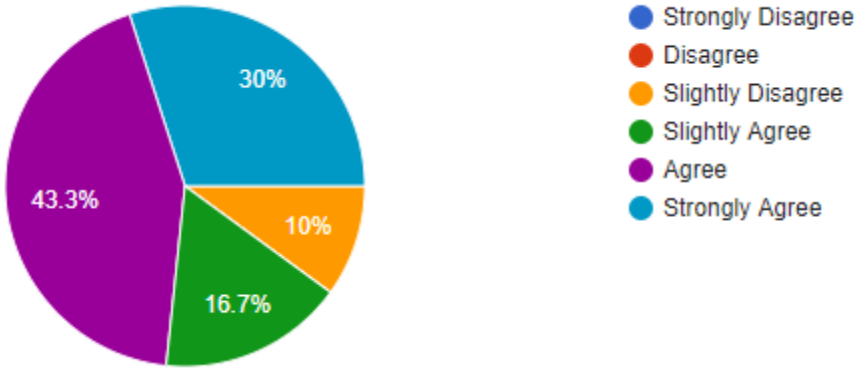

Figure 2. Pie chart results for Survey Question 1: Personal problems spoken to others.

Table 6 and Figure 3 show the results of the data for Survey Item 2, "When I am faced with obstacles, I remember times I faced similar obstacles and overcame them":

Table 6

Results of the Data for Self-Awareness: Survey Item 2: Times I Faced Obstacles and Overcame Them

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	1
Slightly agree	5
Agree	15
Strongly agree	9

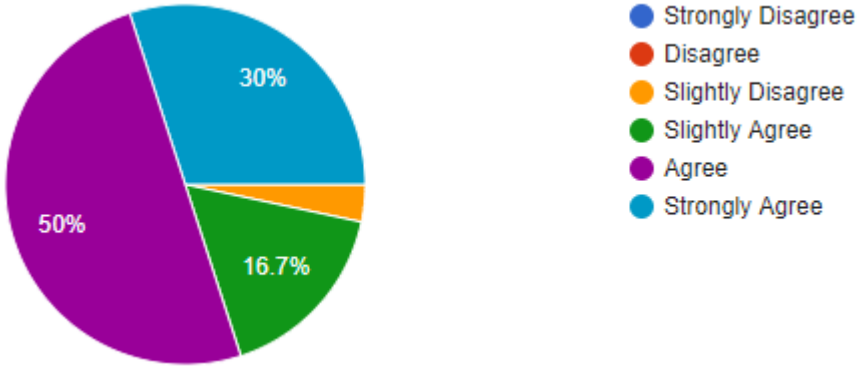

Figure 3. Pie chart results for Survey Question 2: Times I faced obstacles and overcame them.

Table 7 and Figure 4 show the results of the data for Survey Item 3, “I expect that I will do well on most things I try”:

Table 7

Results of the Data for Motivation: Survey Item 3: I Will Do Well on Most Things I Try

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	2
Slightly agree	3
Agree	18
Strongly agree	7

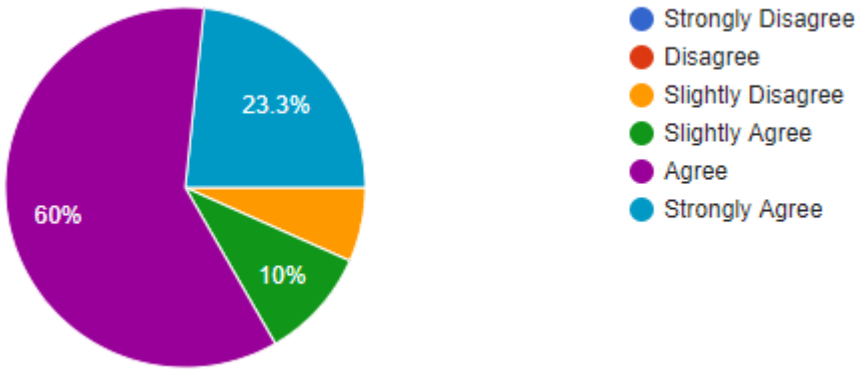

Figure 4. Pie chart results for Survey Question 3: I will do well on most things I try.

Table 8 and Figure 5 show the results of the data for Survey Item 4, “Other people find it easy to confide in me”:

Table 8

Results of the Data for Social Skill: Survey Item 4: Other People Find It Easy to Confide in Me

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	1
Slightly agree	7
Agree	19
Strongly agree	3

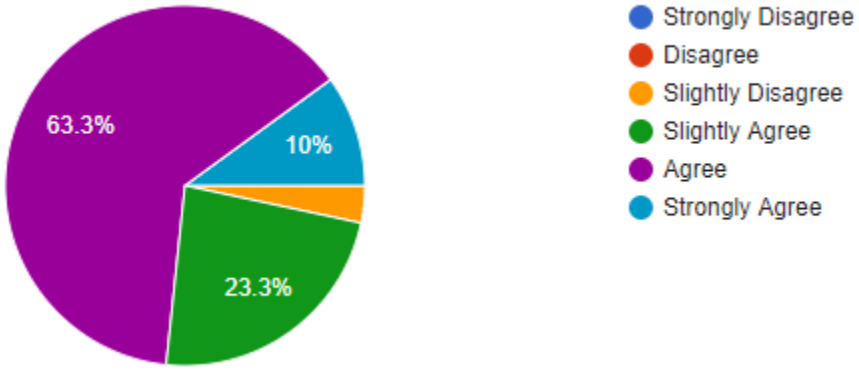

Figure 5. Pie chart results for Survey Question 4: Other people find it easy to confide in me.

Table 9 and Figure 6 show the results of the data for Survey Item 5, "I find it hard to understand the nonverbal messages of other people":

Table 9

Results of the Data for Empathy: Survey Item 5: Understand the Nonverbal Messages of Other People

Agreement	*N*
Strongly disagree	4
Disagree	9
Slightly disagree	6
Slightly agree	6
Agree	3
Strongly agree	2

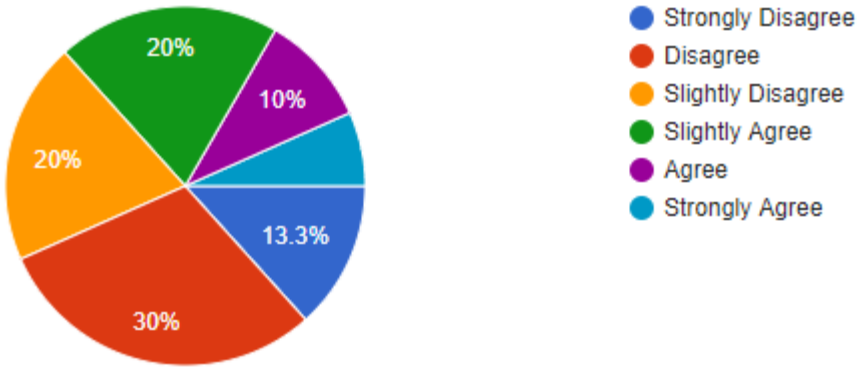

Figure 6. Pie chart results for Survey Question 5: Understand the nonverbal messages of other people.

Table 10 and Figure 7 show the results of the data for Survey Item 6, "Some of the major events of my life have led me to reevaluate what is important and not important":

Table 10

Results of the Data for Self-Awareness: Survey Item 6: Reevaluate What is Important and Not Important in Life Events

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	2
Slightly agree	5
Agree	15
Strongly agree	8

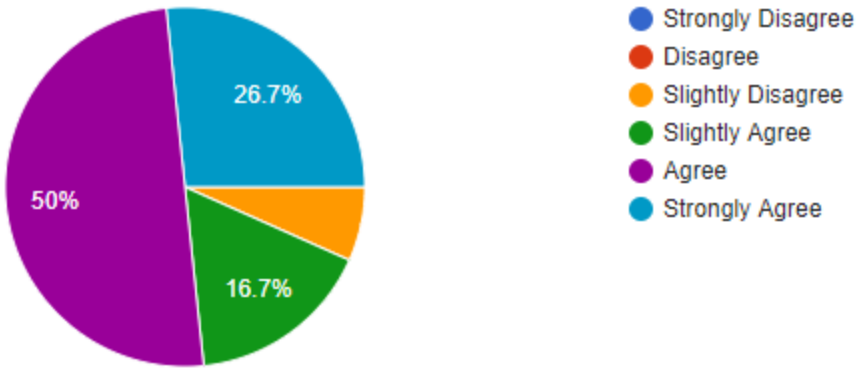

Figure 7. Pie chart results for Survey Question 6: Reevaluate what is important and not important in life events.

Table 11 and Figure 8 show the results of the data for Survey Item 7, "When my mood changes, I see new possibilities":

Table 11

Results of the Data for Motivation: Survey Item 7: I See New Possibilities

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	1
Slightly agree	14
Agree	11
Strongly agree	4

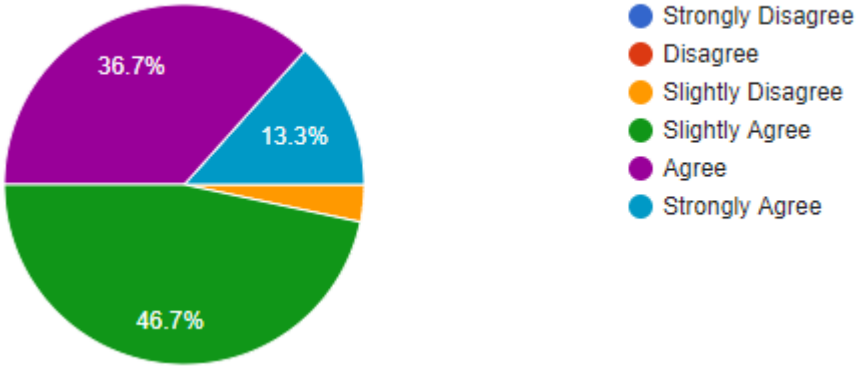

Figure 8. Pie chart results for Survey Question 7: I see new possibilities.

Table 12 and Figure 9 show the results of the data for Survey Item 8, “Emotions are one of the things that make my life worth living”:

Table 12

Results of the Data for Motivation: Survey Item 8: What Makes My Life Worth Living

Agreement	*N*
Strongly disagree	1
Disagree	3
Slightly disagree	5
Slightly agree	5
Agree	13
Strongly agree	3

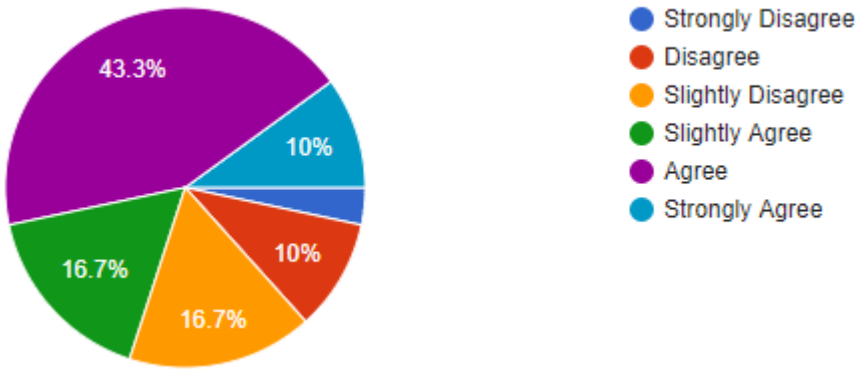

Figure 9. Pie chart results for Survey Question 8: What makes my life worth living.

Table 13 and Figure 10 show the results of the data for Survey Item 9, “I am aware of my emotions as I experience them”:

Table 13

Results of the Data for Motivation: Survey Item 9: I Am Aware of My Emotions

Agreement	*N*
Strongly disagree	0
Disagree	1
Slightly disagree	1
Slightly agree	4
Agree	18
Strongly agree	6

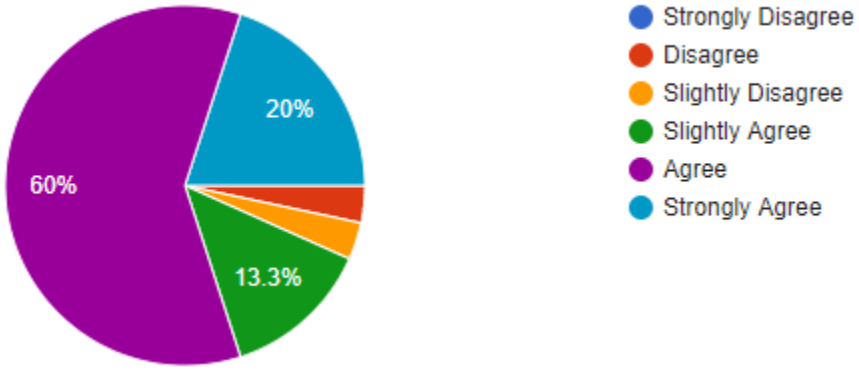

Figure 10. Pie chart results for Survey Question 9: I am aware of my emotions.

Table 14 and Figure 11 show the results of the data for Survey Item 10, "I expect to see good things happen":

Table 14

Results of the Data for Self-Regulation: Survey Item 10: I Expect to See Good Things Happen

Agreement	*N*
Strongly disagree	0
Disagree	1
Slightly disagree	3
Slightly agree	2
Agree	16
Strongly agree	8

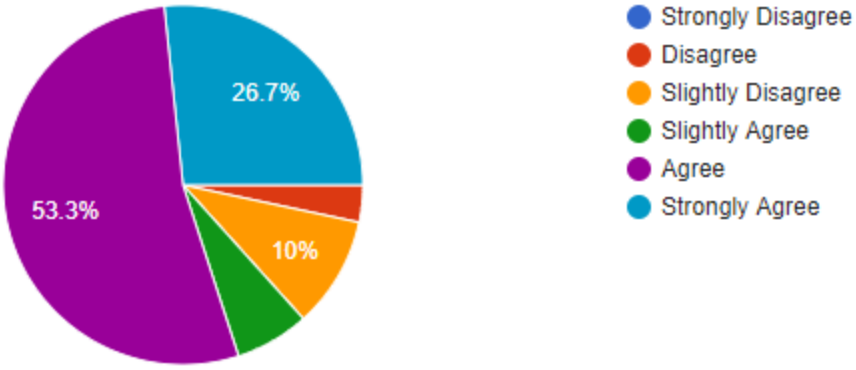

Figure 11. Pie chart results for Survey Question 10: I expect to see good things happen.

Table 15 and Figure 12 show the results of the data for Survey Item 11, "I like to share my emotions with others":

Table 15

Results of the Data for Social Skill: Survey Item 11: I Like to Share My Emotions With Others

Agreement	*N*
Strongly disagree	3
Disagree	2
Slightly disagree	7
Slightly agree	9
Agree	7
Strongly agree	2

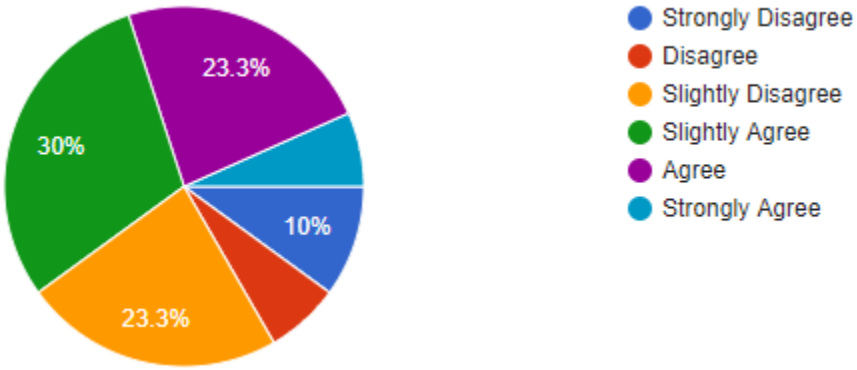

Figure 12. Pie chart results for Survey Question 11: I like to share my emotions with others.

Table 16 and Figure 13 show the results of the data for Survey Item 12, “When I experience a positive emotion, I know how to make it last”:

Table 16

Results of the Data for Self-Regulation: Survey Item 12: I Know How to Make Positive Emotions Last

Agreement	*N*
Strongly disagree	1
Disagree	2
Slightly disagree	3
Slightly agree	7
Agree	16
Strongly agree	1

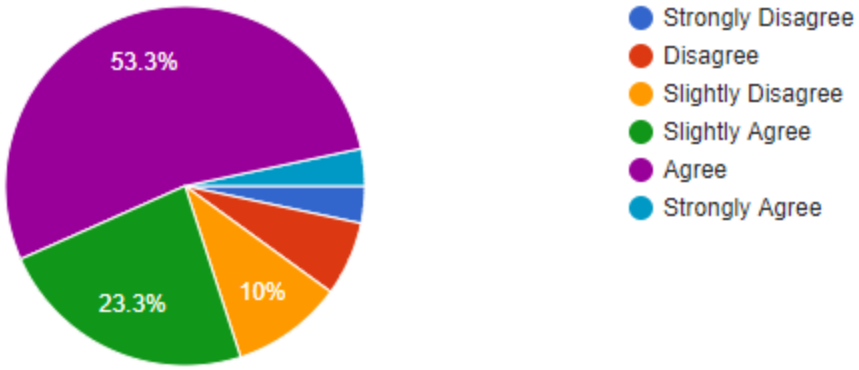

Figure 13. Pie chart results for Survey Question 12: I know how to make positive emotions last.

Table 17 and Figure 14 show the results of the data for Survey Item 13, “I arrange events others enjoy”:

Table 17

Results of the Data for Social Skill: Survey Item 13: I Arrange Events Others Enjoy

Agreement	*N*
Strongly disagree	0
Disagree	3
Slightly disagree	1
Slightly agree	12
Agree	13
Strongly agree	1

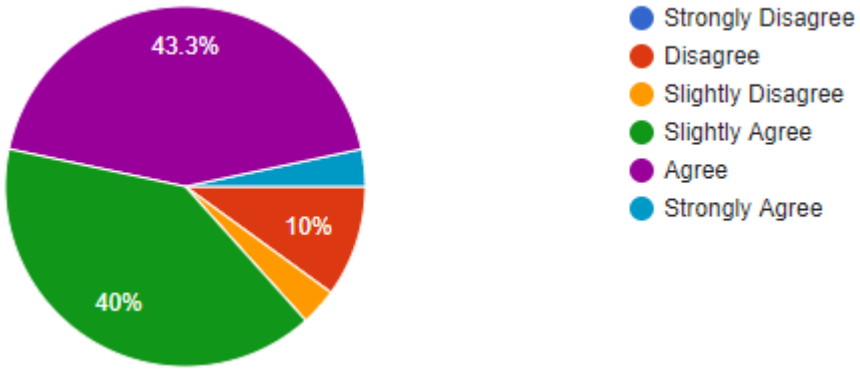

Figure 14. Pie chart results for Survey Question 13: I arrange events others enjoy.

Table 18 and Figure 15 show the results of the data for Survey Item 14, "I seek out activities that make me happy":

Table 18

Results of the Data for Self-Regulation: Survey Item 14: I Seek Out Activities That Make Me Happy

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	0
Slightly agree	1
Agree	23
Strongly agree	6

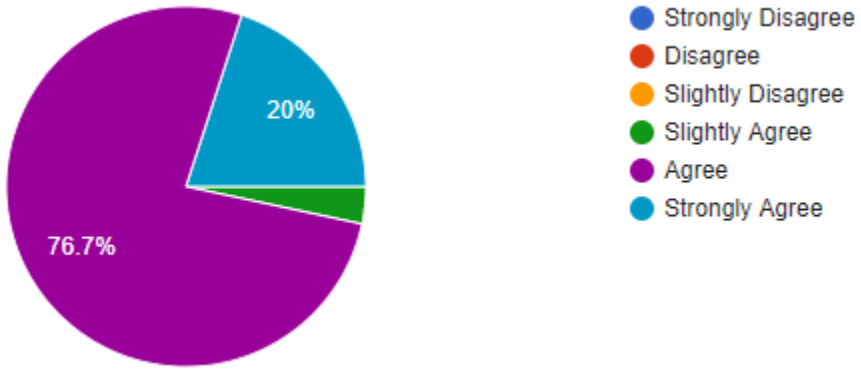

Figure 15. Pie chart results for Survey Question 14: I seek out activities that make me happy.

Table 19 and Figure 16 show the results of the data for Survey Item 15, "I am aware of the nonverbal messages I send to others":

Table 19

Results of the Data for Self-Awareness: Survey Item 15: Aware of My Nonverbal Messages to Others

Agreement	*N*
Strongly disagree	1
Disagree	3
Slightly disagree	6
Slightly agree	11
Agree	9
Strongly agree	0

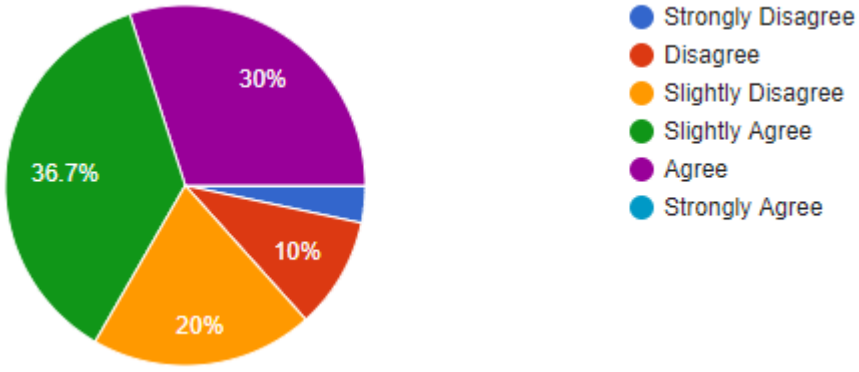

Figure 16. Pie chart results for Survey Question 15: Aware of my nonverbal messages to others.

Table 20 and Figure 17 show the results of the data for Survey Item 16, “I present myself in a way that makes a good impression on others”:

Table 20

Results of the Data for Self-Regulation: Survey Item 16: I make a Good Impression on Others

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	3
Slightly agree	7
Agree	18
Strongly agree	2

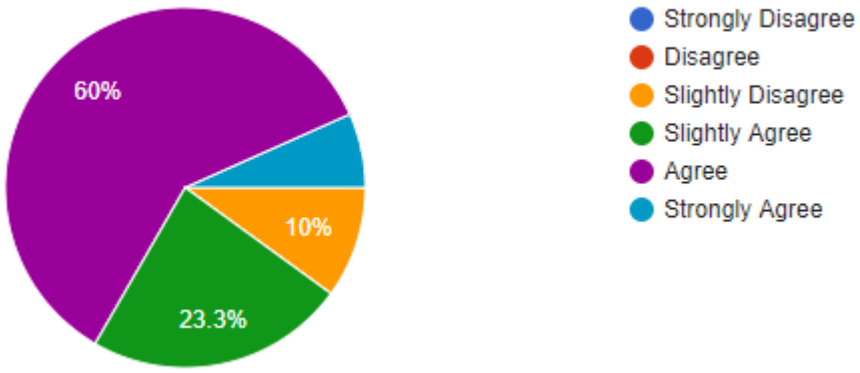

Figure 17. Pie chart results for Survey Question 16: I make a good impression on others.

Table 21 and Figure 18 show the results of the data for Survey Item 17, “When I am in a positive mood, solving problems is easy for me”:

Table 21

Results of the Data for Motivation: Survey Item 17: Solving Problems Is Easy When Positive

Agreement	*N*
Strongly disagree	0
Disagree	1
Slightly disagree	0
Slightly agree	4
Agree	18
Strongly agree	7

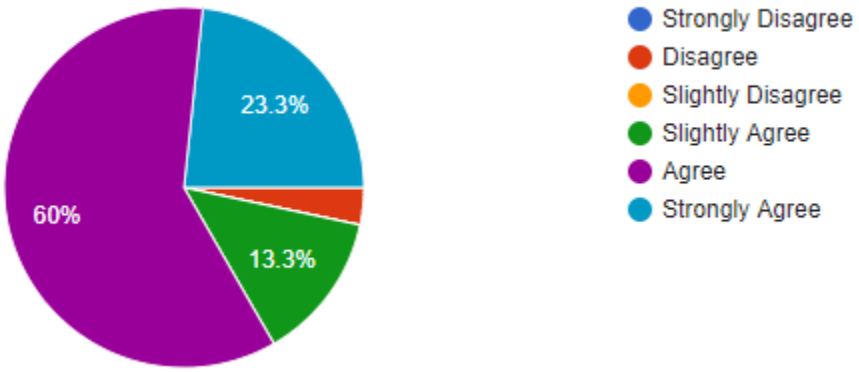

Figure 18. Pie chart results for Survey Question 17: Solving problems is easy when positive.

Table 22 and Figure 19 show the results of the data for Survey Item 18, "By looking at their facial expressions, I recognize the emotions people are experiencing":

Table 22

Results of the Data for Empathy: Survey Item 18: I Recognize Emotions of People

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	2
Slightly agree	10
Agree	14
Strongly agree	4

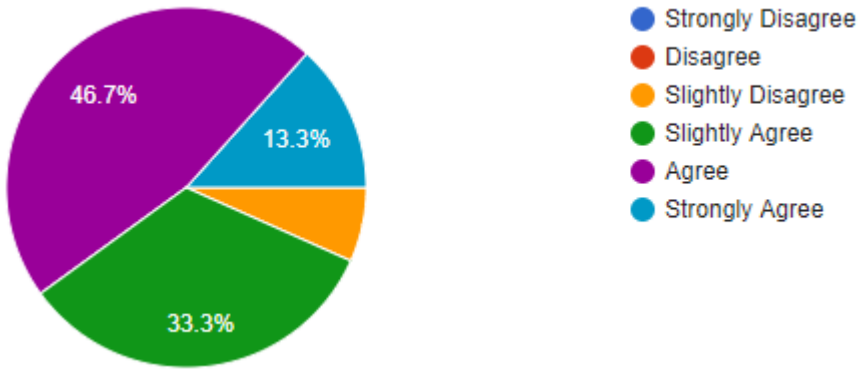

Figure 19. Pie chart results for Survey Question 18: I recognize emotions of people.

Table 23 and Figure 20 show the results of the data for Survey Item 19, "I know why my emotions change":

Table 23

Results of the Data for Self-Awareness: Survey Item 19: I know Why My Emotions Change

Agreement	*N*
Strongly disagree	1
Disagree	2
Slightly disagree	1
Slightly agree	6
Agree	14
Strongly agree	6

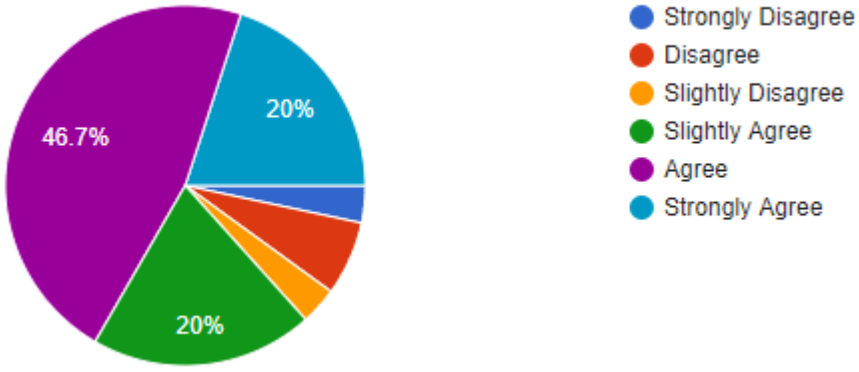

Figure 20. Pie chart results for Survey Question 19: I know why my emotions change.

Table 24 and Figure 21 show the results of the data for Survey Item 20, “When I am in a positive mood, I am able to come up with new ideas”:

Table 24

Results of the Data for Self-Regulation: Survey Item 20: I Come Up With New Ideas When Positive

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	0
Slightly agree	6
Agree	19
Strongly agree	5

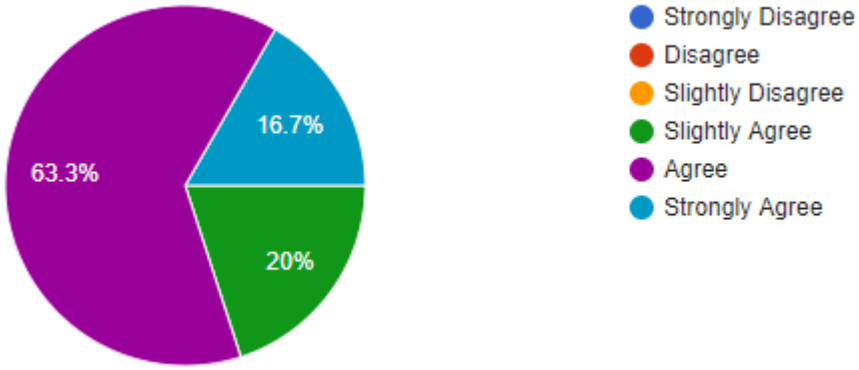

Figure 21. Pie chart results for Survey Question 20: I come up with new ideas when positive.

Table 25 and Figure 22 show the results of the data for Survey Item 21, “I have control over my emotions”:

Table 25

Results of the Data for Self-Regulation: Survey Item 21: I Have Control Over My Emotions

Agreement	*N*
Strongly disagree	0
Disagree	3
Slightly disagree	1
Slightly agree	6
Agree	18
Strongly agree	2

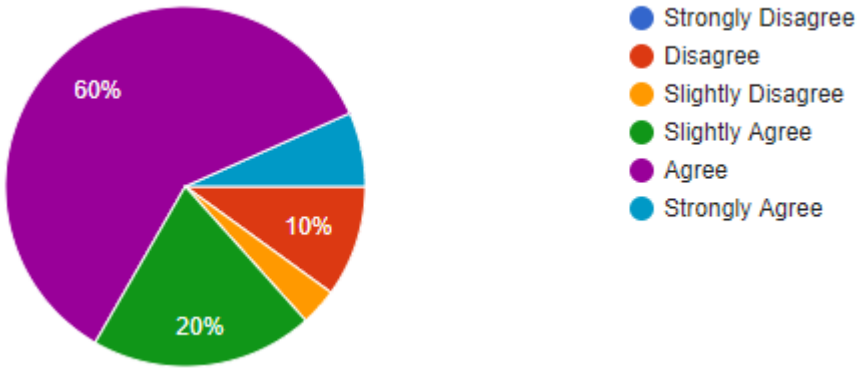

Figure 22. Pie chart results for Survey Question 21: I have control over my emotions.

Table 26 and Figure 23 show the results of the data for Survey Item 22, "I easily recognize my emotions as I experience them":

Table 26

Results of the Data for Self-Awareness: Survey Item 22: Easily Recognize My Emotions

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	1
Slightly agree	6
Agree	20
Strongly agree	3

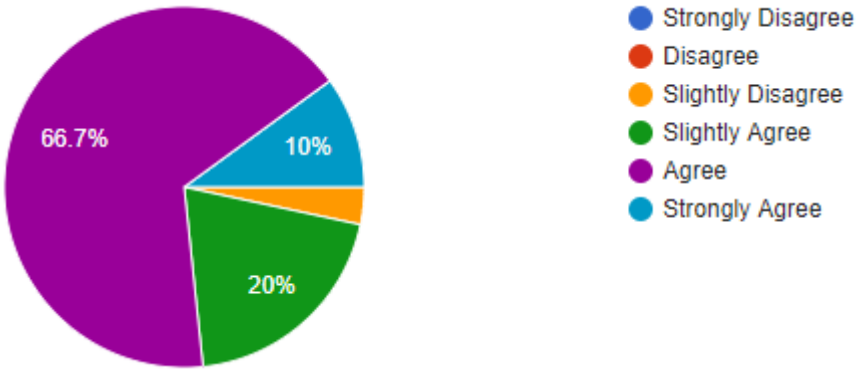

Figure 23. Pie chart results for Survey Question 22: Easily recognize my emotions.

Table 27 and Figure 24 show the results of the data for Survey Item 23, "I motivate myself by imagining a good outcome to tasks I take on":

Table 27

Results of the Data for Motivation: Survey Item 23: I Imagine Good Outcomes to Tasks

Agreement	*N*
Strongly disagree	0
Disagree	1
Slightly disagree	4
Slightly agree	6
Agree	17
Strongly agree	2

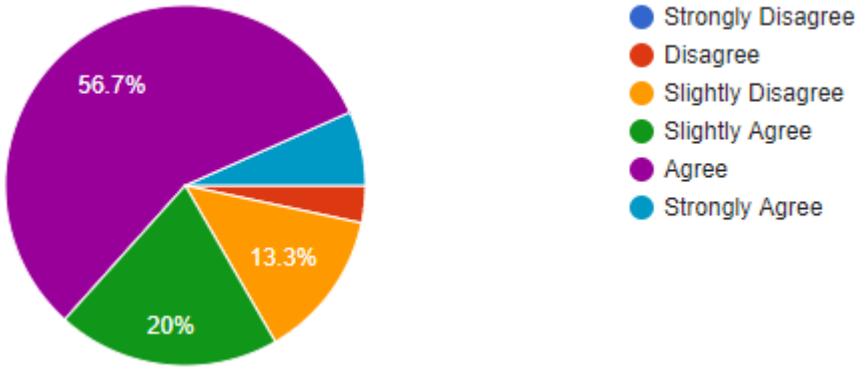

Figure 24. Pie chart results for Survey Question 23: I imagine a good outcome to tasks.

Table 28 and Figure 25 show the results of the data for Survey Item 24, “I compliment others when they have done something well”:

Table 28

Results of the Data for Empathy: Survey Item 24: Compliment Others Having Done Well

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	0
Slightly agree	4
Agree	15
Strongly agree	11

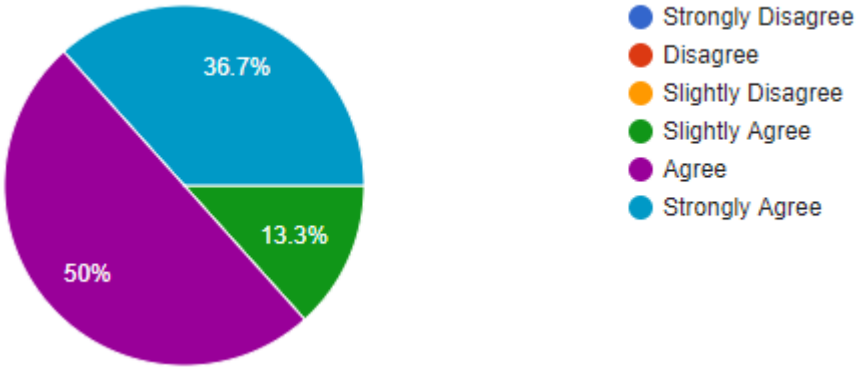

Figure 25. Pie chart results for Survey Question 24: Compliment others having done well.

Table 29 and Figure 26 show the results of the data for Survey Item 25, “I am aware of the nonverbal messages other people send”:

Table 29

Results of the Data for Social Skill: Survey Item 25: Aware of the Nonverbal Messages of Others

Agreement	*N*
Strongly disagree	0
Disagree	1
Slightly disagree	3
Slightly agree	12
Agree	12
Strongly agree	2

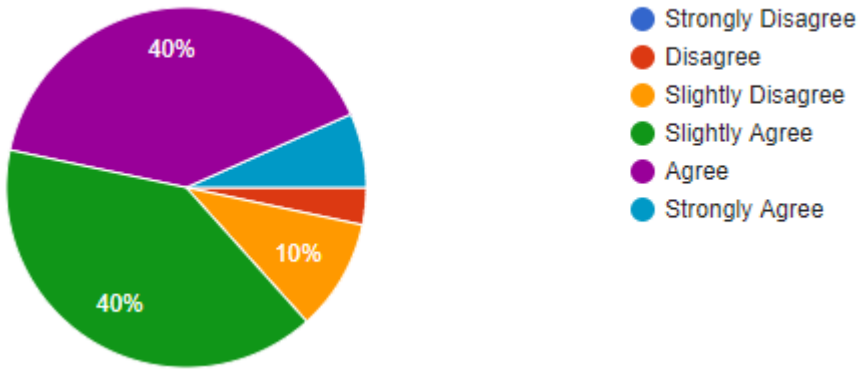

Figure 26. Pie chart results for Survey Question 25: Aware of the nonverbal messages of others.

Table 30 and Figure 27 show the results of the data for Survey Item 26, “When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself”:

Table 30

Results of the Data for Empathy: Survey Item 26: Experiencing Similar Events as Others

Agreement	*N*
Strongly disagree	0
Disagree	3
Slightly disagree	6
Slightly agree	12
Agree	6
Strongly agree	3

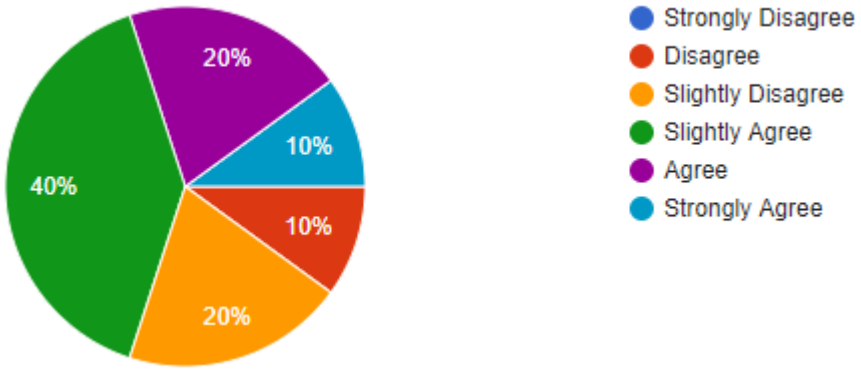

Figure 27. Pie chart results for Survey Question 26: Experiencing similar events as others.

Table 31 and Figure 28 show the results of the data for Survey Item 27, "When I feel a change in emotions, I tend to come up with new ideas":

Table 31

Results of the Data for Self-Regulation: Survey Item 27: New Ideas Come With Emotions

Agreement	*N*
Strongly disagree	1
Disagree	4
Slightly disagree	5
Slightly agree	10
Agree	9
Strongly agree	1

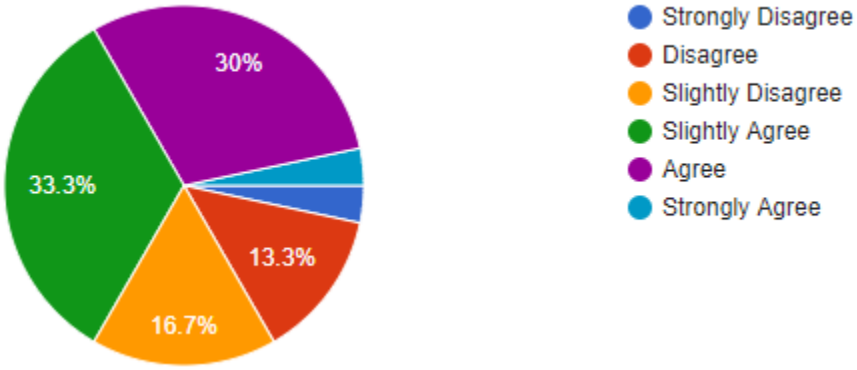

Figure 28. Pie chart results for Survey Question 27: New ideas come with changes in emotions.

Table 32 and Figure 29 show the results of the data for Survey Item 28, "When I am faced with a challenge, I give up because I believe I will fail":

Table 32

Results of the Data for Motivation: Survey Item 28: I give up because I believe I will fail

Agreement	*N*
Strongly disagree	12
Disagree	14
Slightly disagree	3
Slightly agree	0
Agree	1
Strongly agree	0

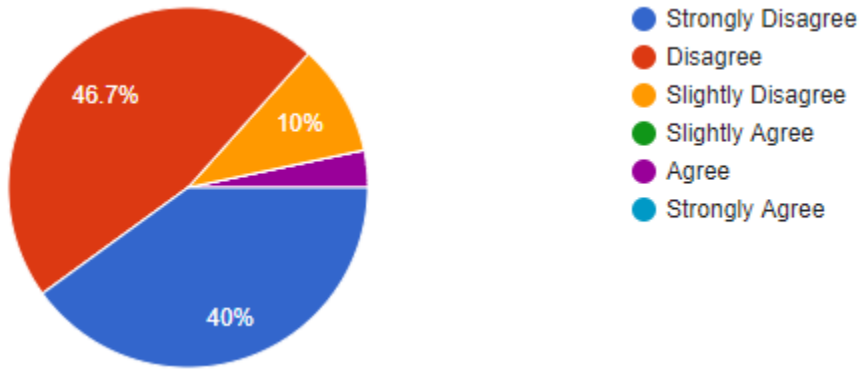

Figure 29. Pie chart results for Survey Question 28: I give up because I believe I will fail.

Table 33 and Figure 30 show the results of the data for Survey Item 29, “I know what other people are feeling just by looking at them”:

Table 33

Results of the Data for Empathy: Survey Item 29: I Know What Other People Are Feeling

Agreement	*N*
Strongly disagree	2
Disagree	2
Slightly disagree	8
Slightly agree	12
Agree	5
Strongly agree	1

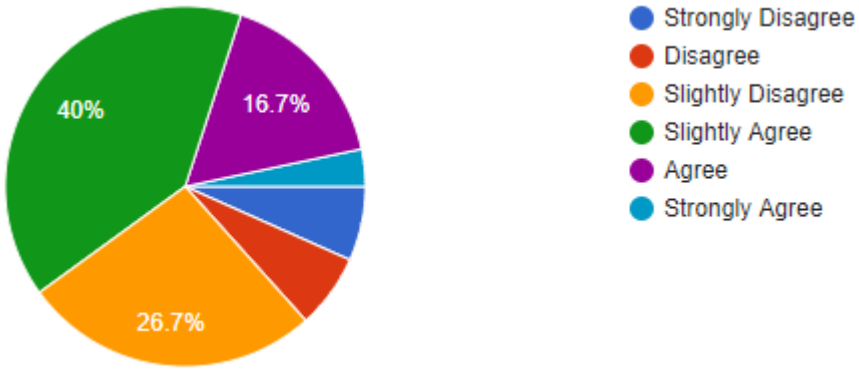

Figure 30. Pie chart results for Survey Question 29: I know what other people are feeling.

Table 34 and Figure 31 show the results of the data for Survey Item 30, “I help other people feel better when they are down”:

Table 34

Results of the Data for Empathy: Survey Item 30: Help People Feel Better When They Are Down

Agreement	*N*
Strongly disagree	1
Disagree	1
Slightly disagree	0
Slightly agree	12
Agree	12
Strongly agree	4

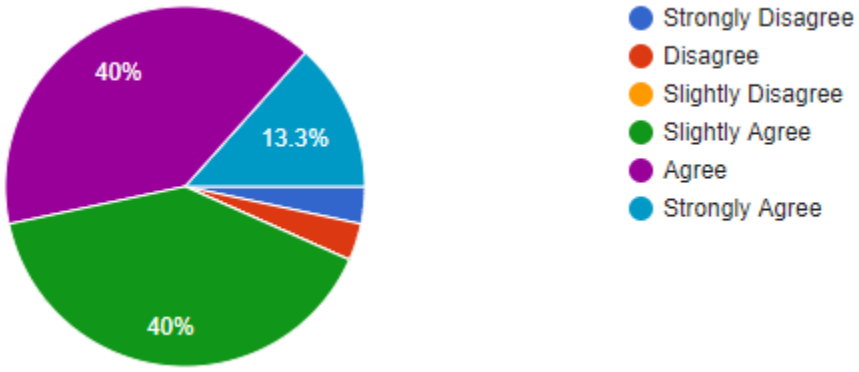

Figure 31. Pie chart results for Survey Question 30: Help people feel better when they are down.

Table 35 and Figure 32 show the results of the data for Survey Item 31, "I use good moods to help myself keep trying in the face of obstacles":

Table 35

Results of the Data for Motivation: Survey Item 31: Good Moods Help Me Keep

Agreement	*N*
Strongly disagree	0
Disagree	1
Slightly disagree	1
Slightly agree	7
Agree	20
Strongly agree	1

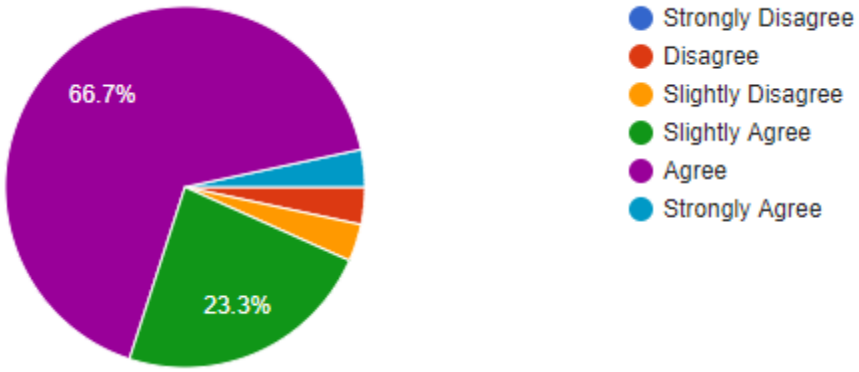

Figure 32. Pie chart results for Survey Question 31: Good moods help me keep trying.

Table 36 and Figure 33 show the results of the data for Survey Item 32, "I can tell how people are feeling by listening to the tone of their voice":

Table 36

Results of the Data for Self-Awareness: Survey Item 32: I Can Tell How People Are Feeling

Agreement	*N*
Strongly disagree	0
Disagree	0
Slightly disagree	2
Slightly agree	9
Agree	15
Strongly agree	4

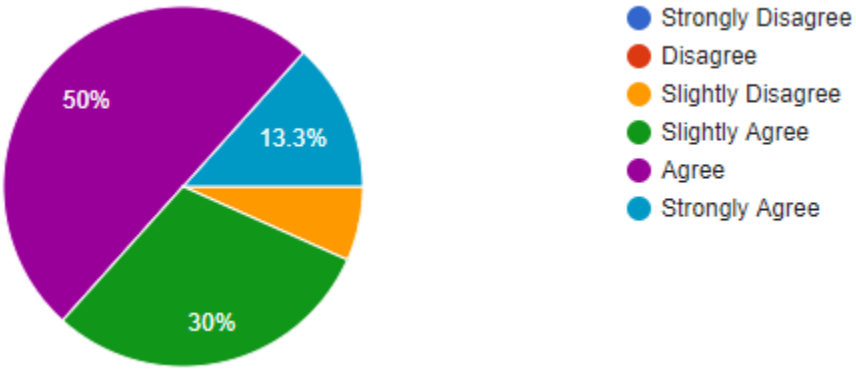

Figure 33. Pie chart results for Survey Question 32: I can tell how people are feeling.

Table 37 and Figure 34 show the results of the data for Survey Item 33, “It is difficult for me to understand why people feel the way they do”:

Table 37

Results of the Data for Empathy: Survey Item 33: Difficult to Understand Why People Feel the Way They Do

Agreement	*N*
Strongly disagree	5
Disagree	11
Slightly disagree	7
Slightly agree	3
Agree	4
Strongly agree	5

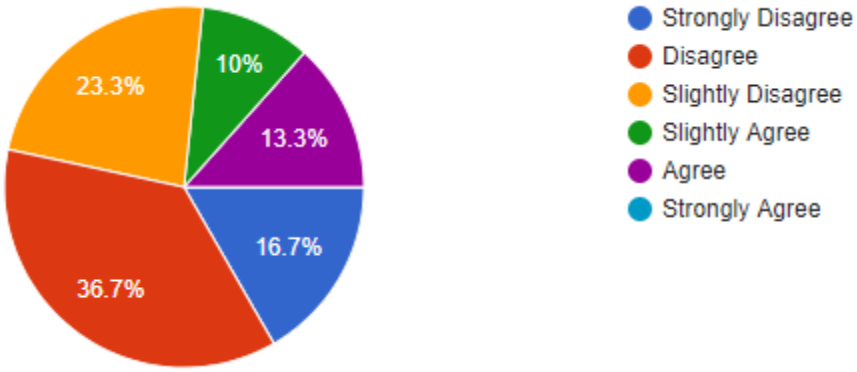

Figure 34. Pie chart results for Survey Question 33: Difficult to understand why people feel the way they do.

Table 38 summarizes the results from the pie charts for the 33-survey items showing the two highest ranking percentages for each survey question.

Table 38

Summary of Pie Chart Results of Two Highest Ranking Percentages

No.	Survey question	Highest %	Second highest %	Total
		Self-Awareness		
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	50% agree	30% strongly agree	80.0%
6	Some of the major events of my life have led me to reevaluate what is important and not important.	50% agree	26.7% strongly agree	76.7%
9	I am aware of my emotions as I experience them.	60% agree	20% strongly agree	80.0%
15	I am aware of the nonverbal messages I send to others.	36.7% slightly agree	30% agree	67.7%
19	I know why my emotions change.	46.7% agree	20% strongly agree	67.7%
22	I easily recognize my emotions as I experience them.	66.7% agree	20% slightly agree	86.7%
32	I can tell how people are feeling by listening to the tone of their voice.	50% agree	30% slightly agree	80.0%
		Self-Regulation		
1	I know when to speak about my personal problem to others.	43.3% agree	30% strongly agree	73.0%
10	I expect good things to happen.	53.3% agree	26.7% strongly agree	26.7%
12	When I experience a positive emotion, I know how to make it last.	53.3% agree	23.3% strongly agree	86.6%
14	I seek out activities that make me happy.	76.7% agree	20% strongly agree	96.7%
16	I present myself in a way that makes a good impression on others.	60% agree	23.3% slightly agree	83.3%
20	When I am in a positive mood, I am able to come up with new ideas.	63.3% agree	20% slightly agree	83.3%
21	I have control over my emotions.	60% agree	20% slightly agree	80.0%
27	When I feel a change in emotions, I tend to come up with new ideas.	33.3% slightly agree	30% agree	63.3%

Table 38 (*continued*)

No.	Survey question	Highest %	Second highest %	Total
		Motivation		
3	I expect that I will do well on most things I try.	60% agree	23.3% strongly agree	83.3%
7	When my mood changes, I see new possibilities.	46.7% slightly agree	36.7% agree	83.4%
8	Emotions are one of the things that make my life worth living.	43.3% agree	16.7% slightly agree	60.0%
17	When I am in a positive mood, solving problems is easy for me.	60% agree	23.3% strongly agree	83.3%
23	I motivate myself by imaging a good outcome to tasks I take on.	56.7% agree	20% slightly agree	76.7%
28	When I am faced with a challenge, I give up because I believe I will fail.	46.7% agree	40% agree	86.7%
31	I use good moods to help myself keep trying in the face of obstacles.	66.7% agree	23.3% slightly agree	90.0%
		Empathy		
5	I find it hard to understand the nonverbal messages of other people.	30% disagree	20% slightly disagree	50.0%
18	By looking at their facial expressions, I recognize the emotions people are experiencing.	46.7% agree	33.3% slightly agree	80.0%
24	I compliment others when they have done something well.	50% agree	36.7% strongly agree	86.7%
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.	40% slightly agree	20% agree	60.0%
29	I know what other people are feeling just by looking at them.	40% agree	26.7% slightly disagree	66.7%
30	I help other people feel better when they are down.	40% agree	40% slightly agree	80.0%
33	It is difficult for me to understand why people feel the way they do.	36.7% disagree	23.3 slightly disagree	60.0%
		Social Skill		
4	Other people find it easy to confide in me.	63.3% agree	23.3% slightly agree	86.6%
11	I like to share my emotions with others.	30% slightly agree	23.3% agree	53.3%
13	I arrange events others enjoy.	43.3% agree	40% slightly agree	83.3%
25	I am aware of the nonverbal messages I send to others.	40% agree	40% slightly agree	80.0%

According to the data, the average response indicated that 76.97% of teachers slightly agreed or better that self-awareness is important, 74.11% agreed or better that self-regulation was an important trait, 80.49% slightly agreed or better that motivation is important, 69.05% agreed or better that empathy is important, and 75.80% slightly agreed or better that social skill is important. According to the data, out of the social-emotional intelligence traits of self-awareness, self-regulation, motivation, empathy and social skill, motivation was the highest indicated average, suggesting that student success, as measured by the student's credit completion, is correlated to motivation.

Qualitative

Information for the qualitative portion of this study was collected through interviews from 10 participating teachers anonymously spread throughout the 13 school sites of the organization. Volunteers agreed to participate after being sent information about the study that was delivered to all the teachers within the organization. Interviews were scheduled when any of the identified teachers contacted the researcher. The researcher suggested a time, the teacher confirmed, and a Zoom invitation was sent to the teacher. Interviews were conducted during the months of May and June 2021. Prior to the interviews and upon their agreement to participate, the researcher gave each teacher an invitation letter, informed consent, Brandman University's Participant's Bill of Rights, and interview questions.

The results produced the following demographics: 70% of the 10 respondents were female and 30% were male. Forty percent of respondents were aged 40–49 , 30% were aged 30–39 , 20% were aged 50–59, and 10% were aged 60–69. Thirty percent of participants had a MA/MS plus additional credits, 30% had an MA/MS, 30% had a

BA/BS plus additional credits, and 10% had a BA/BS. Forty percent of participants have been teaching independent study 1–5 years, 10% have been teaching 5–10 years, 30% have been teaching 10–15 years, 10% have been teaching 15–20 years, and 10% have been teaching 20–25 years. Fifty percent of participants have a student caseload of 41–50 students that they monitor every learning period. A learning period is generally 4 weeks within the year-round school calendar of the organization. Thirty percent of participants had caseloads of 21–30 students and 20% had caseloads of 31–40 students. Eighty percent of participants had a 1.1–2.0 average credit completion and 20% had a 2.1–3.0 average credit completion.

When looking at each question that participants were asked, the researcher identified and categorized themes by each respondent. Social-emotional traits were recognized in the following sections.

Interview Question 1

In your own words please describe how EQ pertains to your role as a teacher.

Responses to Interview Question 1 showed that social skill was addressed by eight of the 10 participants, self-awareness was addressed by five of the 10 participants, empathy was addressed by four of the 10 participants, self-regulation was addressed by one of the 10 participants, and motivation was addressed by three of the 10 participants (see Table 39).

Table 39

Frequency of Responses for Interview Question 1

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness		X	X		X				X	X	5
Self-regulation										X	1
Motivation	X					X			X		3
Empathy		X			X	X			X		4
Social skill	X	X	X	X	X	X	X	X			8

Interview Question 1 sought to describe how EQ pertains to a teacher's role. Participant 1 stated that they ask about student goals (motivation). Participant 2 stated that they try to be supportive and be sensitive (empathy). Participant 2 also stated, "A lot of stresses and a lot of things can affect me emotionally on a daily basis" (self-awareness). Participant 3 stated that they "identify with students from various backgrounds, cultures, and experiences" (social skill). Participant 4 stated, "It was very important to gauge how to communicate with student" (social skill). Participant 5 stated, "Emotional intelligence is crucial" and that teachers need to show empathy (empathy) and relate to students (empathy). Participant 6 stated that they try to get to know their students and what is going on at home (social skill). Participant 7 stated that teachers need to show students that they care (empathy) and that they are there for them (empathy) and also that students need to be motivated (motivation). Participant 8 stated that it was important to pay attention to how students are acting (social skill) and that teachers should look at nonverbal and verbal cues to know how their students are doing (social skill). Participant 9 stated, "Emotions play a huge role in how students perceive you" (self-awareness) and that "having pep in your step" increases credit completion

(motivation) and that teachers need to show that they are caring (empathy). Participant 10 stated that EQ absolutely 100% pertains to teaching (self-awareness) and that teachers need to be aware of how they present themselves (self-regulation). Of the identified themes (self-awareness, self-regulation, motivation, empathy, and social skill), more teachers used words to describe empathy traits as associated to describing how EQ pertained to their role as a teacher.

Interview Question 2

Please describe how your ability to perceive and assess your emotions may have contributed to your students' success.

Responses to Interview Question 2 showed that motivation was addressed by seven of the 10 participants, empathy was addressed by six of the 10 participants, self-awareness was addressed by four of the 10 participants, self-regulation was addressed by three of the 10 participants, and social skill was addressed by two of the 10 participants (see Table 40).

Table 40

Frequency of Responses for Interview Question 2

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness	X	X		X				X			4
Self-regulation					X		X			X	3
Motivation	X	X			X	X	X	X	X		7
Empathy			X		X	X	X	X	X		6
Social skill	X		X								2

Interview Question 2 sought to describe how teachers' ability to perceive and assess their emotions may have contributed to their students' success. Participant 1 stated

that knowing where they are can help them adjust their skill set accordingly (self-regulation). Participant 2 stated that being able to understand their own emotional state helps (self-awareness) as well as helping students see a bigger picture (motivation). Participant 3 stated, "Understanding your own emotions helps better understand someone else's" (empathy). Furthermore, Participant 3 stated, "You can go forward and make adjustments when you understand how someone else is feeling" (empathy). Participant 4 stated that self-awareness is important (self-awareness). Participant 5 stated that they keep themselves in check (self-regulation) and that they need to demonstrate that success is an option for them (motivation) and that showing empathy is important (empathy). Participant 6 stated that helping the students understand their progress is important for credit completion (motivation), and that being understanding (empathy) contributes to understanding their own emotions. Participant 7 stated that they need to be careful in how they portray themselves to students (self-regulation) and to let the students know that they can count on them as their teacher (motivation) and also that they need to model to students that everything will be ok (empathy). Participant 8 stated that they need to perceive and understand and assess their own emotions (self-awareness) and that they should try to be really happy when the student turns in one credit (motivation). Participant 8 also stated that if they feel stressed or anxious, the student can sense that as well (self-awareness). Participant 9 stated, "When you project positive emotions towards your students, then it leads to more success" (motivation) and that "being positive towards their credit completion and towards their academic success" really helps (motivation). Participant 9 also stated that teachers need to show the students that they care about them (empathy). Participant 10 stated, "If you know where you are at, then

you can adjust your skill set accordingly" (self-regulation). The majority of responses for Interview Question 2, wherein teachers described how their ability to perceive and assess their emotions, indicated that motivation contributed to student success.

Interview Question 3

Please tell me your understanding of how, if possible, your ability to reflect may have influenced your students' success.

Responses to Interview Question 3 showed that self-awareness was addressed by eight of the 10 participants, self-regulation was addressed by five of the 10 participants, motivation was addressed by two of the 10 participants, empathy was addressed by two of the 10 participants, and social skill was addressed by one of the 10 participants (see Table 41).

Table 41

Frequency of Responses for Interview Question 3

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness	X	X		X	X	X	X	X	X		8
Self-regulation	X	X	X						X	X	5
Motivation					X		X				2
Empathy					X	X					2
Social skill			X								1

Interview Question 3 sought to describe teachers' ability to reflect and how that may have influenced their students' success. Participant 1 stated that they reflect a lot (self-awareness) and that reflection is important (self-regulation). Participant 2 stated that being aware of their own emotional state is important (self-awareness) and that "not letting my words get away from me" (self-regulation) influences student success.

Participant 3 stated that teachers can make better judgement calls reflecting on EQ (self-regulation). Participant 3 also stated that they make adjustments when working with students (social skill). Participant 4 stated that being able to reflect is important (self-awareness). Participant 5 stated that being able to reflect is important (self-awareness) and that being able to influence (motivation), guide (motivation), and support (motivation) inspires student success as well as being able to relate to many of the student's situations (empathy). Participant 6 stated that being able to reflect back on what worked and what did not (self-awareness) was important as well as being understanding (empathy). Participant 7 stated that reflection is very important (self-awareness) and that teachers should take responsibility when they make a mistake (self-regulation). Participant 7 also stated that it is important to tell students to keep trying (motivation). Participant 8 described themselves as a reflective person (self-awareness). Participant 9 stated that it is important to reflect every day (self-awareness) and to see what works for students and what does not (self-awareness). Participant 10 stated that a teacher has to reflect constantly (self-awareness). The majority of responses indicated that an ability to reflect comes primarily from self-awareness.

Interview Question 4

Describe your understanding of how your ability to discriminate accurate versus inaccurate emotional expression may have affected your students' success?

Responses to Interview Question 4 showed that empathy was addressed by six of the 10 participants, social skill was addressed by five of the 10 participants, self-awareness was addressed by four of the 10 participants, motivation was addressed by

three of the 10 participants, and self-regulation was addressed by one of the 10 participants (see Table 42).

Table 42

Frequency of Responses for Interview Question 4

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness	X					X	X			X	4
Self-regulation							X				1
Motivation					X		X	X			3
Empathy	X	X	X	X			X	X			6
Social skill		X			X	X	X		X		5

Interview Question 4 sought to describe how teachers' ability to discriminate accurate versus inaccurate emotional expression may have affected their students' success. Participant 1 stated that they can feel overwhelmed and must be aware of that (self-awareness). Participant 1 also stated that the students may feel overwhelmed at times too (empathy). Participant 2 stated that sometimes students need teachers to sit down with them. Participant 2 also stated that they had not accurately interpreted a student's emotional state (social skill) and that had an effect on student success. Participant 3 stated that making students feel safe (empathy) was important. Participant 4 stated that being understanding was important (empathy). Participant 5 stated that believing in their students (motivation) and encouraging them (motivation) affected student success as well as helping students understand that being truthful will lend itself to being successful (social skill). Participant 6 stated that reading a student's demeanor (social skill) and knowing themselves (self-awareness) was important for student success. Participant 7 stated that learning students' facial expressions (social skill) and providing

students with more conversation (social skill) was important, as was being in a good mood (self-regulation). Participant 4 stated that they should understand (empathy) their students and noted that people can change their moods (motivation). Participant 8 stated that "Not knowing students can definitely affect pushing a student away or helping them succeed" (motivation). Participant 8 also noted that it is important to get to know students (social skill) and learn about their backgrounds (empathy). Participant 9 stated that "It is important to reflect every day and seeing what works for your students and what doesn't work" (self-awareness). Participant 10 stated that reflection is important (self-awareness). The primary theme identified for describing how to understand the ability to discriminate emotional expression accurately or inaccurately indicated that social skill was important.

Interview Question 5

Describe how assessing and adjusting your own emotions may have influenced your student's success.

Responses to Interview Question 5 showed that self-awareness was addressed by six of the 10 participants, self-regulation and motivation were both addressed by four of the 10 participants, and empathy and social skill were both addressed by three of the 10 participants (see Table 43).

Table 43

Frequency of Responses for Interview Question 5

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness		X	X	X	X		X	X			6
Self-regulation	X		X				X		X		4
Motivation	X	X					X	X			4
Empathy					X	X		X			3
Social skill					X		X			X	3

Interview Question 5 sought to describe how assessing and adjusting teachers' own emotions may have influenced their students' success. Participant 1 stated that it is important to present yourself as a positive teacher (self-regulation) but putting your feelings aside (self-awareness) and being intentional (motivation) when working with students. Participant 2 stated that it is important to know what is going on with the student (social skill) and know what is going on with self (self-awareness) as well as encouraging the student to do work (motivation). Participant 3 stated that reflecting on one's own emotional expression (self-awareness) and being able to adjust one's emotions (self-regulation) were important. Participant 4 stated that being self-aware was important. Participant 5 stated that they are very emotionally involved with students (self-awareness) and that they "care about each one individually" (empathy). Participant 5 also stated that they have a fair and honest relationship with students (social skill). Participant 6 stated that they try to focus on students more (empathy) than numbers (credit completion). Participant 7 stated that "Being in a good mood is good for you" (self-awareness) and that it is important to project a positive image (self-regulation) and that teachers should be engaging (motivation) and animated (motivation),

recognizing that they may have to pretend to a certain extent (social skill). Participant 8 stated that they needed to increase their ability to assess how they are feeling (self-awareness) and that "Student success, depending on what success is, is really influenced by emotions" (motivation). Participant 8 also stated that teachers should provide a safe zone for students (empathy). Participant 9 stated that just because a student does not come in when they say that they will, the student is not a lost cause (self-regulation). Participant 10 stated it is important to be as accurate as you can with understanding students nonverbal body language (social skill). The majority of responses indicated that assessing and adjusting teacher's own emotions primarily has to do with self-awareness.

Interview Question 6

What, if any, impact could your ability to model the creation, planning, and completion of goals to students have on student' success?

Responses to Interview Question 6 showed that motivation was indicated by eight of the 10 participants and self-awareness, self-regulation, empathy, and social skill were all indicated by two of the10 participants (see Table 44).

Table 44

Frequency of Responses for Interview Question 6

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness					X					X	2
Self-regulation		X					X				2
Motivation	X	X	X	X		X	X	X	X		8
Empathy			X		X						2
Social skill	X				X						2

Interview Question 6 sought to describe what, if any, impact teachers' ability to model the creation, planning, and completion of goals to students have on student' success. Participant 1 stated that modeling was important (motivation) and that "The more I can teach them to do it themselves, the better their success" (social skill). Participant 2 stated that it is important to set goals for their own lives (self-regulation) and that it is important to make plans and goals (motivation) with the students. Participant 3 stated that it was important to help students process planning and setting of goals (motivation) and that students need to be able to relate (empathy) to their teachers. Participant 4 stated that setting goals with students is important (motivation). Participant 5 stated that spending a lot of time and energy in work with students is important (self-regulation) and that they talk to their students about the importance of goals (motivation). Participant 6 stated that students have responsibilities to turn things in, as do the teachers (motivation). Participant 7 stated that they need to model following through (self-regulation) and having a sense of responsibility (self-regulation) as well as having students set dates (motivation) and goals (motivation). Participant 8 stated that "Depending on student's backgrounds, students may not have actually seen what it looks like to set a goal and achieve a goal" (motivation). Participant 9 stated that they used words like "this is our goal" (motivation) when working with students and that having concrete goals has an impact on their success (motivation) and increases credit completion (motivation). Participant 10 stated that "Even if students come in, in a bad mood, you have to put on the happy face and do the happy dance, [and] that will keep the students open to what is coming at them" (motivation). Overall, the highest theme noted

was motivation regarding the ability to model the creation, planning, and completion of goals with or for students.

Interview Question 7

What impact, if any, could effectively managing one's own or other's emotions to achieve a desired outcome impact student success?

Responses to Interview Question 7 showed that self-awareness appeared by six of the 10 participants, self-regulation and empathy both appeared by five of the 10 participants, motivation appeared by three of the 10 participants, and social skill appeared by two of the 10 participants (see Table 45).

Table 45

Frequency of Responses for Interview Question 7

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness	X	X	X	X		X	X				6
Self-regulation	X		X		X		X			X	5
Motivation					X		X		X		3
Empathy		X				X	X	X	X		5
Social skill		X					X				2

Interview Question 7 sought to describe what impact, if any, effectively managing one's own or other's emotions to achieve a desired outcome could impact student success. Participant 1 stated that staying positive (self-awareness) and managing one's own emotions (self-regulation) was important. Participant 2 stated that "Looking at how we can improve" (self-awareness) and trying to be aware of their own emotions (self-awareness) was important. Participant 2 stated that they needed to give someone space when things were not going well (empathy), and understanding of how people can react

(social skill) in certain situations can model to students how to interact with others (motivation). Participant 3 stated that managing their own emotions could impact student success (self-awareness) as well as help them be able to express emotions (self-regulation). Participant 4 stated that being self-aware (self-awareness) is important. Participant 5 stated that "If I don't keep my own emotions in check, it's hard for students to learn how to do that" (self-awareness). Participant 7 stated that they have been managing their own emotions big time (self-awareness) and that "understanding the emotions of others" (empathy) is important. Participant 7 also stated that teachers have a lot of influence over their students (self-awareness) and that it was important to "portray a positive mindset" (self-regulation). Participant 7 stated that it is important to set realistic goals with students (motivation) and that "Letting students know that you believe in them and care about them" (empathy) can contribute to student success, as does "setting a good example" (social skill). Participant 8 stated that "The stress of deadlines should not be pushed on students" (empathy). Participant 9 stated that it is important to care (empathy) and that some students might not have support at home (empathy). Participant 10 stated that teachers have to manage their own emotions (self-regulation). The majority of responses indicated that self-awareness impacted managing one's own or other's emotions to achieve a desired outcome that can impact student success.

Interview Question 8

What difference, if any, does understanding how others may feel in the future or under certain circumstances contribute to student success?

Responses to Interview Question 8 showed that empathy appeared by six of the 10 participants, motivation appeared by four of the 10 participants, social skill appeared

by three of the 10 participants, self-awareness appeared by two of the 10 participants, and self-regulation appeared by one of the 10 participants (see Table 46).

Table 46

Frequency of Responses for Interview Question 8

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness				X				X			2
Self-regulation										X	1
Motivation		X			X	X	X				4
Empathy		X	X			X	X	X	X		6
Social skill	X	X	X								3

Interview Question 8 sought to describe what difference, if any, does understanding how others may feel in the future or under certain circumstances contribute to student success. Participant 1 stated that telling students stories from their own life (social skill) can contribute to student success. Participant 2 stated that communicating with students, such as breaking down test anxiety, can help (motivation). Participant 3 stated that developing empathy (empathy) and sympathy (empathy) as well as expressing emotions (social skill) helps. Participant 4 stated that teachers must manage their emotions (self-awareness). Participant 5 stated that providing support (motivation) was important. Participant 6 stated that talking with students about being responsible (motivation) and understanding how students have struggled in the past (empathy) was important. Participant 7 tried to keep students focused on their goals (motivation) by showing students that their teachers care (empathy) and that they are there for them (empathy). Participant 8 tried to predict how students feel (self-awareness) by being able to understand how the other person is feeling (empathy) when they are meeting with their

students. Participant 9 believed that "Most students want to be successful" (empathy). Participant 10 stated that adapting to making predictions of how students will act in the future (self-regulation) was important. The overall theme identified of understanding how others may feel in the future or under certain circumstances was empathy.

Interview Question 9

How might, if at all, staying open to pleasant and unpleasant feelings and to the information they convey aid in your interactions with students?

Responses to Interview Question 9 showed self-awareness appeared by six of the 10 participants, self-regulation and motivation both appeared by four of the 10 participants, empathy appeared by three of the 10 participants, and social skill appeared by two of the 10 participants (see Table 47).

Table 47

Frequency of Responses for Interview Question 9

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness	X	X				X	X	X		X	6
Self-regulation		X	X				X		X		4
Motivation	X			X			X		X		4
Empathy					X		X		X		3
Social skill		X			X						2

Interview Question 9 sought to describe how, if at all, might staying open to pleasant and unpleasant feelings and to the information they convey aid in teachers' interactions with students. Participant 1 stated that while everyone likes to be comfortable (self-awareness), sometimes teachers have to have uncomfortable conversations (motivation). Participant 2 stated that being open to exploring

uncomfortable feelings was important (self-awareness) as well as conflict resolution (self-regulation) and a positive working relationship (social skill). Participant 3 stated that it is important to recognize that things in life are not always pleasant (self-regulation). Participant 4 stated that recognizing those students who may have test anxiety (motivation) is important. Participant 5 stated that if teachers listen, they demonstrate empathy (empathy) and have stronger communication (social skill) and that listening is the best part of communication (social skill). Participant 6 stated that they try not to take things personally (self-awareness). Participant 7 stated that they might sometimes encounter negative feelings (self-awareness) but that it is good for students to see the teacher as a person who makes mistakes (self-regulation). Participant 7 also stated that they try to motivate students to be better people (motivation) and to recognize the feelings of their students (empathy) to help students be successful. Participant 8 stated that it is important to stay open to pleasant and unpleasant feelings because life is not all sunshine and rainbows (self-awareness). Participant 9 stated that there are times when teachers do not want to have uncomfortable conversations (self-regulation), but students need to trust in their teachers (motivation) because teachers care about their students (empathy). Participant 10 stated that teachers have to be aware of how their mood can not only affect others (self-awareness) but also affect people who are looking desperately for role models (motivation). The overall theme of self-awareness is aided in staying open to pleasant and unpleasant feelings, which helps students be successful.

Interview Question 10

What, if any, impact did your ability to read the emotions of others have on your student's success?

Responses to Interview Question 10 indicated that self-awareness appeared by five of the 10 participants, empathy was indicated by three of the 10 participants, and self-regulation, motivation, and social skill each appeared by two of the 10 participants (see Table 48).

Table 48

Frequency of Responses for Interview Question 10

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness				X	X	X			X	X	5
Self-regulation			X				X				2
Motivation	X						X				2
Empathy					X		X	X			3
Social skill			X			X					2

Interview Question 10 sought to describe what, if any, impact teachers' ability to read the emotions of others had on their student's success. Participant 1 stated that they can help students move forward (motivation) when the teacher can read them accurately (social skill). Participant 2 stated that it takes time to "get" emotions (self-regulation) but that "The ability to read my student's emotions [social skill] has massive success [motivation]." Participant 3 stated that the ability of a teacher to read the emotions of others (self-awareness) definitely has an impact on student success. Participant 4 stated that it is good to be aware of one's emotions (self-awareness) and to express joy and happiness with students (empathy). Participant 5 stated that reading the moods (self-awareness) of their students was important. Participant 6 stated that when teachers do not understand (empathy), they need to take a step back (self-regulation) and try to be more understanding (empathy). Participant 6 also stated that they are seeing their numbers

increase (motivation). Participant 7 stated that they try to be ready to recognize their emotions (self-regulation) in order to help students out. Participant 8 stated that they try to approach students differently when something is going on with the student's emotions (empathy). Participant 9 stated that being able to read the emotions of others is part of a teacher's job in finding out what makes up a student (self-awareness). Participant 10 stated that teachers have to be able to read emotions (self-awareness) to see what is going on with their students. The overall theme in the impact that being able to read the emotions of others and the impact that had on student success was identified as self-awareness.

Interview Question 11

What impact, if any, could effectively managing one's own or other's emotions to achieve a desired outcome impact student success?

Responses to Interview Question 11 indicated that self-regulation appeared by eight of the 10 participants, self-awareness and motivation each appeared by five of the 10 participants, social skill was indicated by two of the 10 participants, and empathy was mentioned by one of the 10 participants (see Table 49).

Table 49

Frequency of Responses for Interview Question 11

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness	X	X		X	X			X			5
Self-regulation	X	X	X		X		X	X	X	X	8
Motivation		X	X			X	X		X		5
Empathy									X		1
Social skill	X					X					2

Interview Question 11 sought to describe how effectively managing one's own or other's emotions to achieve a desired outcome could impact student success. Participant 1 stated that being aware of other people's emotions (self-awareness) and keeping their voice really calm all the time (self-regulation) can be the balance of developing healthy relationships with students (social skill). Participant 2 stated that not taking things personally (self-awareness) and recognizing that as a teacher one can choose to react negatively or positively can help students accomplish their goals (motivation). Participant 3 stated that students watch them to see how they react in certain ways (self-regulation) and that teachers can help students learn to manage their own emotions appropriately (motivation). Participant 4 stated that self-awareness is important (self-awareness). Participant 5 stated that being a good role model (self-awareness) and demonstrating self-control (self-regulation) and good emotional control (self-regulation) were necessary for student success. Participant 6 stated that holding kids accountable (motivation) and being there to support them (motivation) was important. Participant 7 stated that having your emotions in check (self-regulation) and being energetic (motivation) and encouraging (motivation) was helpful. Participant 8 stated that managing one's own emotions (self-regulation) was important. Participant 9 stated that believing in the student (motivation) and not giving up on a student (motivation) was essential. Participant 9 also stated, "When your emotions are more positive and more understanding, students are willing to try harder" (empathy). Participant 10 stated, "You have to manage your emotions to have students thrive" (self-regulation). The overall theme identified in effectively managing one's own or other's emotions to produce student success was important.

Interview Question 12

Is there anything that you haven't had a chance to share regarding how EQ may contribute to student success?

Responses to Interview Question 12 indicated that self-awareness and social skill each appeared by three of the 10 participants, self-regulation and empathy each appeared by two of the 10 participants, and motivation appeared by one of the 10 participants (see Table 50).

Table 50

Frequency of Responses for Interview Question 12

	Participant										
Theme	1	2	3	4	5	6	7	8	9	10	Total
Self-awareness		X	X			X					3
Self-regulation							X		X		2
Motivation						X					1
Empathy		X					X				2
Social skill		X				X			X		3

Interview Question 12 sought to provide anything else that teachers had not had a chance to share regarding how EQ may contribute to student success. Some participants did not have anything additional to share. Participant 2 stated that teachers need to understand their emotions as they are a central part of who teachers are as people (self-awareness). Participant 2 also stated that relating to people (empathy) is important. Participant 3 stated that it is important to control one's emotions (self-awareness). Participant 6 stated that teachers need to be aware of their emotions (self-awareness) and that they need to motivate students (motivate) by telling them to "keep going." Participant 6 also stated that part of their job as teachers is to counsel students (social

skill). Participant 7 stated that choosing to be optimistic (self-regulation) and portraying a positive energy (self-regulation) and being there (empathy) and showing that you care (empathy) were all important. Participant 9 stated that the more positive one is (self-regulation), the more academics will get done (motivation). Participant 9 also stated that it is important for students to trust the teacher (social skill).

The overall theme identified in how teachers feel that make them most successful with students was self-awareness. Table 51 depicts the results of the qualitative findings.

Table 51

Results of the Qualitative Findings

	Number of times indicated by participants					
Question	Self-awareness	Self-regulation	Motivation	Empathy	Social skill	Leading theme
1	4	1	3	4	8	Social skill
2	4	3	7	6	2	Motivation
3	8	5	2	2	1	Self-awareness
4	4	1	3	6	5	Empathy
5	6	4	4	3	3	Self-awareness
6	2	2	8	2	2	Motivation
7	6	5	3	5	2	Self-awareness
8	2	1	4	6	3	Empathy
9	6	4	4	3	2	Self-awareness
10	5	2	2	3	2	Self-awareness
11	5	8	5	1	2	Self-regulation
12	3	2	1	2	3	Self-awareness, self-regulation, and empathy
Totals	55	38	46	43	35	

Summary

The purpose of this sequential explanatory mixed methods study was to determine the relationship between independent study high school teachers' EQ scores as measured by the SSEIT and student success as measured by the number of credits earned in a learning period by their students. An additional purpose of the study was to describe how

independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences student credit completion.

According to the data, of the social-emotional intelligence traits of self-awareness, self-regulation, motivation, empathy, and social skill, motivation was the highest indicated average on the qualitative survey suggesting that student success, as measured by the student's credit completion, was correlated to motivation. Coding from the 10 virtual interviews produced an overall identified theme of self-awareness because this theme was identified 50% of the time in the 12 interview questions. Less than 1% of the time, the themes of self-regulation and social skill appeared, and 25% of the time, the themes of motivation and empathy were revealed to be important. Chapter V presents a summary of this study to reiterate the major findings, unexpected findings, conclusions, implications for action, recommendations for future research, and concluding remarks and reflections from the researcher.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter I provided an introduction to this study and the background of the research. This included the statement of the research problem, the purpose statement, the significance of the problem, the definitions, and the delimitations. Chapter II provided a review of the literature revolving around the history and formation of this study and this study's purpose. Chapter III introduced the methodology, the research design, and the procedures for the data collection, including the analysis used for this study. Chapter IV detailed the data collection and provided an analysis of the data. Chapter V provides the findings, conclusions, and implications based on the results of the analyzed data for this study. Recommendations for future research are also provided.

Purpose Statement

The purpose of this sequential explanatory mixed methods study was to determine the relationship between independent study high school teachers' emotional intelligence (EQ) scores, as measured by the Schutte Self-Report Emotional Intelligence Test (SSEIT), and the number of credits earned in a learning period by their students. An additional purpose of the study was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences student credit completion.

Research Questions

Quantitative Questions

1. What relationship exists between independent study high school teachers' level of self-awareness and their students' credit completion?

2. What relationship exists between independent study high school teachers' level of self-regulation and their students' credit completion?
3. What relationship exists between independent study high school teachers' level of internal motivation and their students' credit completion?
4. What relationship exists between independent study high school teachers' level of empathy and their students' credit completion?
5. What relationship exists between independent study high school teachers' level of social skill and their students' credit completion?

Qualitative Questions

1. How do independent study high school teachers perceive and describe their own ability to model self-awareness and its influence on student credit completion?
2. How do independent study high school teachers perceive and describe their own ability to model self-regulation and its influence on students' credit completion?
3. How do independent study high school teachers perceive and describe their own ability to model internal motivation and its influence on student credit completion?
4. How do independent study high school teachers perceive and describe their own ability to model empathy and its influence on student credit completion?
5. How do independent study high school teachers perceive and describe their own ability to model social skill and its influence on student credit completion?

Population

A population is a group who "conforms to specific criteria" (McMillan & Schumacher, 2010, p. 129) to which research results can be generalized. The population of this study was determined by assessing the number of highly qualified, credentialed

independent study teachers in California. To be considered a highly qualified teacher in California, there are certain requirements mandated by NASET (n.d.). At the time of this study, the requirements determining a highly qualified, experienced teacher was an individual who had the appropriate education (a 4-year degree), credentials (single subject or multiple-subject teaching credentials), and supervised experience (2 years of a California Teacher Induction Program).

At the time of this study, there were 306,000 highly qualified, credentialed teachers in California (Ed-Data, 2019). Approximately 10% of all teachers were independent study teachers, meaning approximately 30,600 teachers taught independent study in California. Independent study educational settings provide highly qualified teachers an alternative educational setting with which to work with students throughout the students' educational careers. The requirements to be an independent study teacher are the same requirements as being a traditional school teach in California (NASET, n.d.). Independent study teaching is the difference of where the teachers work in a nontraditional educational setting; however, there is no difference in education and experience that is required for being an independent study teacher. For this study, an independent educational setting was chosen. The differentiation of independent study teachers, compared to traditional high school teachers within California, for this study was determined to be solely based on what educational setting each teachers' valid California teacher credential indicated as that of the highly qualified teacher. The population for this study was 30,600 highly qualified, credentialed independent study teachers in California.

Target Population

According to Creswell (2014), the target population is the "actual list of sampling units from which the sample is selected" (p. 393). A target population for a study is the entire set of individuals chosen from the overall population for which the study data are to be used to make inferences. The target population defines the population to whom the findings are meant to be generalized. It is important that target populations are clearly identified for the purposes of research study (McMillan & Schumacher, 2010). It is typically not feasible, because of time or cost constraints, to study large groups; therefore, the researcher chose population samples from within a larger group.

The target population for this study was determined by assessing the number of highly qualified (NASET, n.d.), credentialed independent study teachers in Riverside and San Bernardino counties in California. At the time of this study, there were 447 highly qualified, credentialed independent study teachers in Riverside and San Bernardino counties (Ed-Data, 2019). The target population for this study was 447 highly qualified, credentialed independent study teachers in Riverside and San Bernardino counties in California.

Sample

The sample is a group of participants in a study selected from the target population from whom the researcher intends to generalize. According to McMillan and Schumacher (2010), sampling is selecting a "group of individuals from whom data are collected" (p. 129). Similarly, Patton (2002) and Creswell (2014) defined a sample as a subset of the target population representing the whole population.

Quantitative Sample and Selection

All independent study high school teachers at 13 separate independent study high school sites in Riverside and San Bernardino counties in California were selected to participate in the quantitative survey. There were 212 high school independent study teachers working in the 13 independent study high schools operating in Riverside County. Sixty-five teachers were chosen, five from each site, to participate in the study from the 212 teachers working at the 13 school sites. The rationale for choosing 65 participants for the quantitative sample was that the correlation statistics to be used required 30 or more participants for the inferential statistical calculations to be valid and reliable. Choosing 65 gave the researcher room for some attrition and more valid statistical results. The quantitative sample for this study was 65 teachers selected as follows:

1. The researcher obtained permission to conduct the study from the school site principal.
2. The researcher obtained a list of all highly qualified and credentialed teachers at the 13 school sites.
3. A description of the study and a request to participate were sent via email to all highly qualified and credentialed teachers.
4. From the teachers who indicated a willingness to participate in the study, each participant was sent an informed consent document to review prior to participation.
5. Each willing participant was sent a survey to complete.

Qualitative Sample and Selection

Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. For phenomenological studies, Creswell (2014) recommended five to 25, and Morse (1994) suggested at least six. There are no specific rules when determining an appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, the resources available, and the study objectives (Patton, 2002). The qualitative sample for this study was 10 highly qualified, credentialed independent study teachers selected as follows:

1. In the quantitative survey portion of the study, a final item was added that asked the participants whether they were willing to participate in a follow-up interview for the study.
2. From those participants who indicated a willingness to participate in the interview, 10 teachers who volunteered were chosen.
    a. The 10 teachers who were chosen randomly were selected among 13 schools.

Major Findings

The purpose of this sequential explanatory mixed methods study was to determine the relationship between independent study high school teachers' EQ scores, as measured by the Schutte Self-Report Emotional Intelligence Test (SSEIT), and student success as measured by the number of credits earned in a learning period by their students. An additional purpose of the study was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-

regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences student credit completion.

The researcher compiled the quantitative data, which indicated that motivation was the highest EQ trait needed for enhancing student success as determined by their credit completion within one learning period. The researcher also conducted an analysis of the interviews, and for the reliability and validity, another doctoral graduate analyzed 10% of the participant responses, or one interview, which produced 90% intercoder reliability. The five themes of social-emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skill) were extracted from 10 participants' responses and counted for data analysis. The results indicated that self-awareness was the highest related theme that emerged with regard to student success and credit completion.

Unexpected Findings

One unexpected finding of this study is that social skill only produced 35 responses within the qualitative interview data, and only one time as a leading theme, out of the 12 questions. Part of being a teacher is knowing how to provide lessons to a student, which would have presumably fallen in line with social skill. However, comments about the curriculum did not appear with regard to social skill in working with students. Comments such as communicating goals to students or interpreting a student's emotional state appeared, thus emphasizing the true nature of EQ within teachers because the social skill revolved around statements of feelings over action.

Another unexpected finding is the varying degree to which each response appeared for each question. Considering that motivation was the highest qualitative

response in making students successful, teachers rated self-awareness as more important on the qualitative interviews. Self-regulation also only appeared once by itself as a leading theme, which was surprising because self-regulation is necessary in working with at-risk students and was suspected to possibly appear more often.

Conclusions

This study examined the role that EQ plays in independent study teachers' ability to promote student success. Student success was measured by the number of credits that a student completed within one given learning period. The conclusions are supported by the findings of this study and the literature.

Conclusion 1: Self-Awareness

Self-awareness is the ability to be aware not only of a person's mood but also of his or her thoughts about his or her mood and the ability to monitor feelings as they happen.

Results from the quantitative data revealed that the average response indicated that 76.97% of teachers slightly agreed or better that self-awareness is important. This was the second highest rated quantitative score. Self-awareness appeared 55 times, the highest ranking trait in the qualitative responses, indicating that self-awareness is critical to at-risk student success as determined by the student's credit completion.

Based upon these findings, it can be concluded that self-awareness is a crucial EI, aka EQ, quality that teachers must bring to the interactions they have with students. It can be further concluded that the lack of self-awareness would be a hindrance to successfully working with at-risk students. Because of the one-on-one relationship, self-

awareness may be a stronger EI requirement for independent study teachers than for teachers in traditional settings.

Conclusion 2: Self-Regulation

Self-regulation is the ability to control one's impulses and the ability to respond instead of react.

Results of the quantitative data indicated that the average response of self-regulation was 74.11% of teachers slightly agreed or better that this trait was important, which produced the overall fourth ranked EQ trait in both the quantitative and qualitative data. Self-regulation elicited 38 coded themes.

From these findings it can be concluded that because independent study is not conducted in large group settings, self-regulation is not as great an issue in the independent study setting as in traditional settings. One could further conclude that teachers in an independent study setting must expend less energy on class control than in traditional settings.

Conclusion 3: Motivation

Internal motivation is developing the desire to succeed for no one else's satisfaction but rather for one's own satisfaction.

Results of the quantitative data indicated that the average response of motivation was 80.49% of participants slightly agreed or better, that motivation is important. This was the highest ranked quantitative response, indicating that motivation is critical to student success. Motivation is also the second highest rated qualitative response with 46 identified themes.

Based upon these findings, it can be concluded that the independent study setting requires teachers to be strongly self-motivated at all times because of the constant direct interpersonal contact with students.

Conclusion 4: Empathy

Empathy is the ability to understand other people's emotions and reactions. Results of the quantitative data indicated that 69.05% of participants slightly agreed or better, that empathy is important when working with students. This was the lowest rated EQ trait from the quantitative data. Empathy was the third ranked qualitative data result with 41 coded responses.

Based upon these findings, it can be concluded that empathy is a necessary EI quality that teachers can use to better understand their students. At-risk students do not always have people in their life who understand them and their at-risk situations. Therefore, teachers should consider the importance of empathy when working with at-risk students.

Conclusion 5: Social Skill

Having social skill is being able to handle a variety of interactions and relationships such as personal, professional, and recreational relationships.

The quantitative findings from social skill indicated that 75.80% of participants slightly agreed or better, that social skill is important. This was the third ranked quantitative finding and the lowest ranked qualitative findings with 35 responses.

It can be concluded that social skill in an independent study setting is important because of the one-on-one relationship that teachers and students have. Social skill is important for teachers because independent study students can present themselves in a

variety of ways (such as angry one day and sad the next), and independent study teachers need to be able to adjust to the various ways that at-risk students come into school.

Overall Conclusion

Within the quantitative data, 46.7% of the 30 respondents had students who completed 2.1-3.0 credits per learning period, 33.3% had students who completed 1-2 credits per learning period, 10% had students who completed 3-4 credits per learning period, 3.3% of respondents had students who completed 4-5 and 5-6 credits respectively, and 3.3% had students who completed less than 1 credit per learning period.

Of the participants interviewed, the overall credit completion data indicated that 80% of those interviewed had students who completed 1-2 credits per learning period and 20% had students who completed 2-3 credits per learning period. The overall credit completion is determined by an average of all of the students on the teacher's roster and the average amount of credits that each student completes.

These findings indicate that both the qualitative and quantitative teachers interviewed had students who most often turned in 1-3 credits per learning period. This average is relatively indicative of successful students, considering the student population. If traditional school settings measured student progress by learning periods, students would be completing 6 credits per learning period. For at-risk students who were not on track to graduate, 1-3 credits per learning period is still making progress toward graduation.

In the overall quantitative findings, motivation was measured to be the highest ranked EQ trait in making students successful. This was the second highest ranked qualitative response. Similarly, self-awareness was the highest ranked qualitative

response, and motivation was the second highest quantitative response. Table 52 indicates the findings.

Table 52

Findings From the Quantitative and Qualitative Responses

Rank	Quantitative		Qualitative
1	Motivation		Self-awareness
2	Self-awareness		Motivation

These findings indicate motivation and self-awareness are very closely linked in the quantitative and qualitative data. Considering the reality that teachers self-reported their ability to be self-aware in the interviews, the correlation to motivation is evident. Teachers who are more self-aware are able to be more motivational to their students, as indicated from the responses of the quantitative research.

Implications for Action

The focus of this study was to determine what EQ traits contribute to at-risk student success. Self-awareness and motivation were the top two traits indicated by this mixed methods research study, indicating that teachers value these two traits the most. The implications for action come from the key findings and conclusions. The implications for actions are provided to encourage professional leaders in development meetings and staff trainings regarding the focus of increasing self-awareness and building motivation in teachers and their ability to connect with at-risk students.

Implication for Action 1: More Self-Awareness Professional Development Training for Independent Study Teachers

Independent study settings often find teachers working independently and by themselves. Teachers are responsible for their own student roster and often only interact with their students. Diversity is often an excellent learning tool, and teachers should be encouraged to work with other students and other staff to develop self-awareness.

Professional development training specifically focused on developing self-awareness, such as through the distribution of staff journals, small group activities, and interpersonal reflection, should be encouraged by administration. The findings of this study can be used to help improve professional development in independent study settings.

Implication for Action 2: More Tools for Independent Study Teachers for Motivational Rewards for Students

Many traditional school settings have motivational rewards built into their infrastructure, such as Positive Behavior Interventional Strategies, and possess the capacity to provide students with rewards, such as tickets for outstanding citizenship or positive behavior. Independent study settings often do not possess such rewards because students are not on campus all day compared to students in traditional school. The time on campus does not negate the reality of observed behavior by the students, and more effort in providing rewards for positive behavior within the independent study setting should be considered to increase student productivity.

Many at-risk students have never had positive rewards for behavior or success. Often their parents do not pay attention to their academics, and rewarding students for

their success should be considered as important in independent study settings. This paves the way for positive reinforcement in the future workforce and life after high school. For example, students who learn the value of hard work with external rewards such as tickets or verbal validation can internalize this recognition and extend it to working hard, earning a paycheck, and feeling proud of themselves in the future.

Implication 3: Presentation of Research Findings

The researcher will use the findings of this research to present at a variety of independent study settings to share the impactful information that being a self-aware teacher will enhance student motivation and therefore produce an overall level of higher student achievement. There are conferences nationwide tailored to independent study settings, and the researcher will make this information available to better the future of at-risk students. Additionally, the researcher will continue to meet with other alternative education practitioners to add content, strategies, and additional information to professional development trainings and events.

Recommendations for Further Research

Based on the findings and limitations of this study, the researcher recommends further research in understanding how motivation contributes to at-risk student success is impacted by teachers who are able to be self-aware. Very little research involves EQ within independent study settings, yet the population of at-risk students is rising. Considering the reality that COVID-19 has debatably exposed the failure of many traditional schools to provide education remotely, which very closely mimics independent learning, this information can be critical to all students, in both traditional and independent study settings. Additional research is suggested in the area of

emotionally intelligent school leaders in nontraditional settings because it is likely that leaders who are emotionally intelligent can create cultures of emotionally intelligence schools.

If more students are able to receive motivation from teachers who are more self-aware, the data indicate that the students will perform better. In addition, the students will have an opportunity to work with teachers who model self-awareness, which is the portal to being open to the other EQ traits. Many students not only could benefit from working with teachers who are self-aware but also could benefit to learn how to be more self-aware themselves. Teachers who effectively model EQ traits will likely produce students who are able to take on such EQ traits themselves. More research regarding modeling EQ traits, such as self-awareness, to at-risk students is recommended.

The findings of this study indicate that independent study teachers who are self-aware are more motivational to their at-risk students, thus producing students who are more successful as determined by their credit completion within one learning period. Recommendations for further studies relating to developing self-awareness in independent study settings and implementing motivational strategies within these settings is recommended. Understanding the connection between self-awareness and the ability to be motivational is also recommended.

Concluding Remarks and Reflections

I have worked in independent study settings with at-risk students for 18 years. I have always pondered what makes teachers successful with their students, such as by helping the students earn credits toward graduating and completing credits on time, within each learning period. Personally, I have always tried to care about each student.

But how does one quantify care? EQ is the best method of quantifying care because it is measurable and valid in impacting at-risk students' lives. I hope that more independent study teachers aim to be emotionally intelligent because beyond just math, science, English, and history, teachers are holistically educating the future generations. Teachers who are self-aware will aid in the ability to possess good self-regulation, which will enhance their ability to be motivational to their students. Teachers who are self-aware enhance their ability to be empathetic to students, which often requires social skill because some students often lack EQ. As education moves forward, I hope that more independent study schools will embrace the importance of EQ within each setting.

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APPENDICES

APPENDIX A

Synthesis Matrix

Author	Year	Article Title	EQ Foundations/Frameworks	Organizational EQ	EQ in Schools	Types of Schools	Types of Students	Teachers EQ	Research Design
Academic, Social, and Emotional Learning Act of 2011 (H.R. 2437).	2011	Academic, Social, and Emotional Learning Act of 2011 (H.R. 2437).			X				
Agnoli, S., Mancini, G., Andrei, F., & Trombini, E	2019	The relationship between trait emotional intelligence, cognition, and emotional awareness: An interpretative model	X						
Akhmetova, J. B., Kim, A. M., & Harnisch, D. L.	2014	Using mixed methods to study emotional intelligence and teaching competencies in higher education							X
Anderson, C. J.	2017	Examining demonstrated emotional intelligence and perceptions of inviting schools	X						
Applied Research Center	2006	Historical timeline of public education in the US			X	X	X		
Ballotpedia	2013	Public education in California				X	X		
Ballotpedia	2020	Charter schools in California.				X	X		
Bar-On, R.	1996a	EQ-i: BarOn Emotional Quotient Inventory, technical manual	X						
Bar-On, R.	1996b	The era of the "EQ": Defining and assessing emotional intelligence	X						
Basu, A., & Mermillod, M.	2011	Emotional intelligence and social-emotional learning: An overview			X	X	X	X	
Beasley, K.	1987	The emotional quotient	X						
Bernet, M.	1996	*Emotional intelligence: Components and correlates*	X						
Bielaszka-DuVernay, C.	2014	Hiring for emotional intelligence		X					

Biswas, S., & Invalli, S.	2017	Emotional intelligence"—A call for the employees at workplace		X					
Bouchard, T. J., Jr.	1984	Review of frames of mind: The theory of multiple intelligences [Review of the book Frames of mind: The theory of multiple intelligences, by H. Gardner].	X						
Bryman, A	2006	Integrating quantitative and qualitative research: How is it done?							X
Burton, N.	2018	What is intelligence? And is intelligence overrated?	X						
Busch, B., & Oakley, B.	2017	Emotional intelligence: Why it matters and how to teach it			X			X	
California Charter Schools Association	n.d.	Charters up close				X	X		
California Department of Education	n.d.a	CalEdFacts: Educational options in public schools				X	X		
California Department of Education	n.d.b	Charter schools CalEdFacts				X	X		
California Department of Education	n.d.c	Community day schools				X	X		
California Department of Education	n.d.d	Community day schools - CalEdFacts.				X	X		
California Department of Education	n.d.e	Continuation education - CalEdFacts.				X	X		
California Department of Education	n.d.f	Examples of alternative schools and programs				X	X		
California Department of Education	n.d.g	Elements of exemplary independent study				X	X		
California Department of Education	n.d.h	Juvenile court schools				X	X		

California Department of Education	n.d.i	Magnets				X	X		
California Department of Education	n.d.j	Magnet programs & schools - CalEdFacts				X	X		
California Department of Education	n.d.k	Opportunity education				X	X		
California Department of Education	n.d.l	Opportunity education - CalEdFacts				X	X		
Callander, M.	2015	Emotional intelligence, by Daniel Goleman: A book review	X	X					
Carney, R. N	2011	Wechsler, David. In S. Goldstein & J. A. Naglieri (Eds.)	X						
CASEL	2020	About CASEL	X		X			X	
Castellano, S.	2014	Getting sophisticated about emotional intelligence. *T + D*		X					
Cavallo, K., & Brienza, D.	2001	*Emotional competence and leadership excellence at Johnson & Johnson: The emotional intelligence and leadership study*		X					
Center for Education Reform	2018	National charter schools week, 2018				X	X		
Centers for Disease Control and Prevention	2019	CDC in action							X
Cherniss, C., Extein, M., Goleman, D., & Weissberg, R.	2006	Emotional intelligence: What does the research really indicate?	X	X					
Chong, A. M., Lee, P. G., Roslan, S., & Baba, M.	2015	Emotional intelligence and at-risk students			X				
Cimermanova, I.	2018	The effect of learning styles on academic achievement in different forms of teaching			X				

Colling, K. P.	2018	*The relationship between teachers' emotional intelligence and student performance* (Doctoral dissertation)			X	X	X	X	
Conroy, M. A., Sutherland, K. S., Algina, J., Ladwig, C., Werch, B., Martinez, J., . . . Gyure, M.	2019	Outcomes of the best in class intervention on teachers' use of effective practices			X	X	X	X	
Consortium for Research on Emotional Intelligence in Organizations	2019	Welcome		X					
Coutler, P	1993	The Comer school development program	X						
Crane, G. A., Taylor, R. N., Cormier, M., Lean, J., Keefer, K. V., & Parker, J. D. A.	2016	Developing emotional intelligence in at-risk youth			X		X	X	
Creswell, J. W.	2014	*Research design: Qualitative, quantitative, and mixed method approaches* (4th ed.).							X
Cummins, R. A., & Gullone, E.	2000	*Why we should not use 5-point Likert scales: The case for subjective quality of life measurement*							X
Curci, A., Lanciano, T., & Soleti, E.	2014	Emotions in the classroom: The role of teachers' emotional intelligence ability in predicting students' achievement			X			X	
Daniel, A.	2020	Edward L. Thorndike	X						
Daytner, K. M.	2006	*Validity in qualitative research: Application of safeguards* (Doctoral dissertation)							X
Dhani, P., & Sharma, T.	2016	Emotional intelligence; history, models and measures	X						
Ed-Data	2019	Teachers in California				X			
Edutopia	2011	Social and emotional learning			X				

Edutopia	2012	Social and emotional learning; A short history	X		X		X	X	
Edwards, M	2019	The predictive relationship of coping flexibility and ability emotional intelligence on stress in community college students			X	X	X		
Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M.,	1997	*Promoting social and emotional learning: Guidelines for educators*	X		X	X		X	
Faye, C.	2012	American social psychology: Examining the contours of the 1970s crisis	X						
Fernandez-Berrocal, P., & Ruiz, D.	2018	*Emotional intelligence in education*			X			X	
Freedman, J., Jensen, A. L., Rideout, M. C., & Freedman, P. E.	2001	*Handle with care: Emotional intelligence activity book*	X	X					
Fuentes, A.	2012	*Closing the mathematical achievement gap through the heart to the brain: A case study of urban high school mathematics teachers' perceptions of how their emotional intelligence facilitates instruction and learning in the classroom* (Doctoral dissertation).			X	X	X	X	
Garcia, S. H.	2015	*An analysis of the impact of emotional literacy instruction on at-risk students* (Doctoral dissertation).			X	X	X	X	
Garcia Lopez, O., Santiago Gomez, G., & Redondo Duarte, S.	2018	Evaluation of academic competencies through standardized instruments			X		X		
Gardner, H.	1975	*The shattered mind: The person after brain damage*	X						
Gardner, H.	1983	*Frames of mind: The theory of multiple intelligences*	X						

Golafshani, N.	2003	Understanding reliability and validity in qualitative research							X
Goleman, D	2006	*Emotional intelligence: Why it can matter more than IQ*	X						
Goleman, D., Boyatzis, R., & Group, H.	1999	Emotional and social competence inventory	X						
Gonzalez, R.	2016	The impact and importance of positive student-teacher relationships			X	X	X		
Gray, P.	2008	A brief history of education: To understand schools, we must view them in historical perspective				X	X		
Greenockle, K.	2010	The new face in leadership: Emotional intelligence		X					
Harper, C.	2017	The teacher's role in a student's independent learning journey			X			X	
HBR Ascend Staff.	2020	The five components of emotional intelligence at work	X	X					
Henley, M., Ramsey, R., & Algozzine, R.	2002	*Characteristics of and strategies for teaching students with mild disabilities* (4th ed.).			X		X	X	
History of IQ test.	2019	History of IQ test.				X	X		
Huson, J. A.	2019	The advantages of traditional school				X			
Institute for Health and Human Potential.	n.d.	What is emotional intelligence?	X						
Ivankova, N. V., Creswell, J. W., & Stick, S. L.	2006	Using mixed-methods sequential explanatory design: From theory to practice.							X
Jones, S. M., Bailey, R., & Jacob, R.	2014	Social-emotional learning is essential to classroom management.			X		X	X	
Jordan, P. J., & Lawrence, S. A.	2009	Emotional intelligence in teams: Development and initial validation of the short version of the workgroup emotional intelligence profile (WEIP-S).		X					
Joseph, D. L., & Newman, D. A.	2017	Emotional intelligence: Some research findings and remaining questions.	X						

Joshi, S. V., Srivastava, K., & Raychaudhuri, A.	2012	A descriptive study of emotional intelligence and academic performance of MBBS students	X						
Kahlenberg, R. D., & Potter, H.	2014	Restoring Shanker's visions for charter schools. *AFT.*				X	X		
Kantor, H.	1991	Education, social reform, and the state: ESEA and federal education policy in the 1960s				X			
Karim, J.	2010	An item response theory analysis of Wong and Law emotional intelligence scale	X						
Kelley, J.	2018	*Teacher emotional intelligence and best practices for classroom management* (Doctoral dissertation).			X			X	
Kiani, M.	2016	*Supporting at-risk students with emotional intelligence* (Doctoral dissertation).					X	X	
Kong, D. T.	2014	Mayer-Salovey-Caruso emotional intelligence test (MSCEIT/MEIS) and overall verbal, and nonverbal intelligence: Meta-analytic evidence and critical contingencies.	X						
Koperniak, S.	2019	Making high-quality education accessible to all.				X	X		
Krcmar, P.	2018	*Teacher-student interaction, the impact it has on foster youth and their social-emotional intelligence* (Doctoral dissertation).			X	X	x		
Lakritz, T.	2019	How schools have changed over the last 80 years.				X	X		
LearnHigher and Manchester Metropolitan University.	2008	Qualitative data analysis							X
MacCann, C., Fogarty, G. J., Zeidner, M. & Roberts, R. D.	2011	Coping mediates the relationship between emotional intelligence (EI) and academic achievement.			X				

Madhar, M. A.	2010	Emotional intelligence of teachers and effective classroom management.						X	
Marwaha, S	2015	Analysis of emotional quotient and intelligence quotient among "high achievers" and "low performers" in school academics					X		
Mayer, J. D., & Salovey, P.	1997	What is emotional intelligence? In P. Salovey & D. Slutyer (Eds.)	X						
McAlister, A. M., Lee, D. M., Ehlert, K. M., Kajfez, R. L., Faber, C. J., & Kennedy, M. S.	2017	*Qualitative coding: An approach to assess inter-rater reliability*							X
McCann, A	2020	States with the most at-risk youth					X		
McCleskey, J.	2014	Emotional intelligence and leadership: A review of the progress, controversy, and criticism.		X					
McCulloch, F.	2018	An educator's social and emotional learning journey			X			X	
McLeod, S.	2020	Maslow's hierarchy of needs	X						
McMillan, J. H., & Schumacher, S	2006	*Research in education: Evidence-based inquiry* (6th ed.).							X
McMillan, J. H., & Schumacher, S.	2010	*Research in education: Evidenced-based inquiry* (7th ed.).							X
Mikolajczak, M., Brasseur, S., & Fantini-Hauwel, C.	2014	Measuring intrapersonal and interpersonal EQ: The short profile of emotional competence (S-PEC).	X						
Miles, M., & Huberman, A. M.	1994	*Qualitative data analysis* (2nd ed.)							X
Miller, C. A., Fitch, T., & Marshall, J. L.	2003	Locus of control and at-risk youth: A comparison of regular education high school students and students in alternative schools				X	X		

Miller, R.	2019	*A brief history of alternative education*				X	X		
Moore, C.	2019	Teaching emotional intelligence to teens and students			X		X	X	
Morse, J.	1994	*Critical issues in qualitative research methods*							X
Nathan, L.	2018	*Student-teacher rapport and its impact on students' sense of fulfillment* (Capstone Projects and Master's Theses).					X	X	
National Alliance for Public Charter Schools.	2010	*CMO and EMO public charter schools: A growing phenomenon in the charter school sector: Public charter schools dashboard data from 2007-08, 2008-09, and 2009-10*.				X			
National Center for School Engagement.	n.d.	Serving at-risk youth					X		
Nicoll, M	2013	*The development of emotional intelligence in at-risk female adolescents* (Doctoral dissertation).					X	X	
Olsen, L	2014	*Meeting the unique needs of long term English language learners*.					X		
Patten, M. L.	2009	*Understanding research methods: An overview of the essentials (7th ed.).*							X
Patton, M. Q.	2002	*Qualitative research & evaluation methods* (3rd ed.).							X
Payne, W. L.	1985	*Study of emotion: Developing emotional intelligence; self-integration; relating to fear, pain and desire* (Doctoral dissertation).	X						
Perspective.	2018	*Key facts about charter schools*				X	X		
Petrides, K. V., Sangareau, Y., Furnham, A., & Frederickson, N.	2008	Trait emotional intelligence and children's peer relations at school			X		X		

Powell, W., & Kusuma-Powell, O.	2010	*Becoming an emotionally intelligent teacher*.			X			X	
Postma, B	2017	Developing EQ through homeschooling: Why emotional intelligence is so important and why home is the best place to train it			X	X	X	X	
Rafoth, M. A.	2019	Independent study: Purposes and goals of independent study, independent study and extensiveness in grades K- (12).				X	X		
Raymond, M., Mumma, K. S., & West, M. R.	2018	Charter schools in California.				X	X		
Riopel, L.	2019	Emotional intelligence frameworks, charts, diagrams & graphs	X						
Roberts, C.	2010	*The dissertation journey: A practical and comprehensive guide to planning, writing and defending your dissertation*							X
Salovey, P., & Grewal, D.	2005	The science of emotional intelligence	X						
Salovey, P., & Mayer, J. D.	1990	*Emotional intelligence*	X						
Schlegel, K., & Mortillaro, M.	2019	The Geneva emotional competence test (GECo): An ability to measure workplace emotional intelligence	X						
Schutte, N. S., Malouff, J. M., Haggerty, L. E., Cooper, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L.	1998	Schutte self-report inventory	X						
Sellie-Dosunmu, M.	2016	*Using emotional intelligence in the workplace*		X					
Social Solutions.	2019	23 at-risk youth statistics that prove the importance of youth development					X	X	

Suhyun, S., Jingyo, S., & Houston, I.	2007	Predictors of categorical at-risk high school dropouts			X		X		
Tierno, M. J.	1996	Teaching as modeling: The impact of teacher behaviors upon student character formation						X	
Turculet, A.	2015	Teachers for the 21st century. Will emotional intelligence make the difference?			X	X	X	X	
U.S. Census Bureau.	2017	School district boundaries				X	X		
U.S. Department of Health and Human Services.	2014	The changing face of America's adolescents					X		
U.S. Department of Health and Human Services.	2015	2015 Poverty guidelines					X		
Valente, S., Monteiro, A. P., & Lourenco, A. A	2019	The relationship between teachers' emotional intelligence and classroom discipline management						X	
Watkin, C.	2000	Developing emotional intelligence	X						
Watson, D., Emery, C., Bayliss, P., Boushel, M., & McInnes, K.	2012	*Children's social and emotional wellbeing in schools: A critical perspective*					X		
WH Magazine.	2019	Alternative to what?					X		
Whitaker, L. E.	2019	Emotional intelligence: How to improve EI in the classroom			X			X	
Wicks, J., Nakisher, S., & Grimm, L.	2018	*Emotional intelligence (EI)* [Peer commentary on the journal article "Emotional intelligence (EI)"]			X				
Wilson, M. B.	2012	*Interactive modeling: A powerful technique for teaching children*.			X			X	

APPENDIX B

Interview Question Development Matrix

Research Questions	Interview Question(s)	Source
Emotional Intelligence Inquiry	**IQ1 -** In your own words please describe how emotional intelligence pertains to your role as a teacher.	Source 1 - Schutte Self-Report Emotional Intelligence Test (SSEIT)
RQ1 - How do independent study high school teachers perceive and describe their own ability to model self-awareness and its influence on student credit completion	**IQ2 -** Please describe how your ability to perceive and assess your emotions may have contributed to your students' success. **IQ3** – Please tell me your understanding of how, if possible, your ability to "reflect" may have influenced your students' success	Source 2 – Goleman (1995)
RQ2 - How do independent study high school teachers perceive and describe their own ability to model self-regulation and its influence on students' credit completion?	**IQ4 -** Describe your understanding of how your ability to discriminate accurate vs. inaccurate emotional expression may have affected your students' success? **IQ5 –** Describe how assessing and adjusting your own emotions may have influenced your student's success.	Source 2 – Goleman (1995)
RQ3 - How do independent study high school teachers perceive and describe their own ability to model internal motivation and its influence on student credit completion?	**IQ6 -** What, if any, impact could your ability to model the creation, planning and completion of goals to students have on student' success? **IQ7 -** What impact, if any, could effectively managing one's own or other's	Source 2 – Goleman (1995)

	emotions to achieve a desired outcome impact student success?	
RQ4 - How do independent study high school teachers perceive and describe their own ability to model empathy and its influence on student credit completion	**IQ8-** What difference, if any, does understanding how others may feel in the future or under certain circumstances contribute to student success? **IQ9 -** How might, if at all, staying open to pleasant and unpleasant feelings and to the information they convey, aid in your interactions with students?	Source 2 – Goleman (1995)
RQ5 – How do independent study high school teachers perceive and describe their own ability to model social skill and its influence on student credit completion	**IQ10 -** What, if any, impact did your ability to read the emotions of others have on your student's success? **IQ11 -** What impact, if any, could effectively managing one's own or other's emotions to achieve a desired outcome impact student success?	Source 2 – Goleman (1995)
Emotional Intelligence Inquiry	**IQ12 -** Is there anything that you haven't had a chance to share regarding how emotional intelligence may contribute to student success?	Source 1 - Schutte Self-Report Emotional Intelligence Test (SSEIT)

Notes:

1. Each Research Question must be addressed.
2. Interview Questions should tie directly to a Research Question.
3. Each Interview Question should have a source/rationale for asking it that ties directly to the purpose and RQ's of the study, so the information acquired addresses the Purpose and RQ's.

Additional prompts may be used at any point during the interview if the interviewer feels that the answer was not sufficient in detail.

1. “What did you mean by ...”
2. “Do you have more to add?”
3. “Would you expand upon that a bit?”
4. “Why do think that was the case?”
5. “Could you please tell me more about ...”
6. “Can you share an example of....”
7. “Can you give me an example of how...”
8. “How did you feel about that?”
9. “Why do you think that strategy was so effective?”
10. “Can you expand on that?”

APPENDIX C

IRB Approval

APPENDIX D

Informed Consent

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

RESEARCH STUDY TITLE: A Mixed Methods Analysis of the Relationship Between Independent Study Teachers' Emotional Intelligence and At-Risk Students Academic Success

RESPONSIBLE INVESTIGATOR: Stephanie Niemeyer, Doctoral Candidate

TITLE OF CONSENT FORM: Consent to Participate in Research

PURPOSE OF THE STUDY: This study is being conducted for a dissertation for the Doctor of Education in Organizational Leadership program at Brandman University. The purpose of this mixed methods study was to determine the relationship between independent study charter school teachers' EQ scores, as measured by the Schutte Self-Report Emotional Intelligence Test (SSEIT), and the number of credits earned in a learning period by their students. An additional purpose of the study was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences for student credit completion.

PROCEDURES: In participating in this research study, I agree to either partake in electronic survey only or in electronic survey plus an audio/video (Zoom)-recorded, semi-structured interview. The interview will take place, online, at a predetermined day and time, and will last approximately an hour. During the electronic survey I will be asked to rate my level of emotional intelligence by answering fixed-choice questions. While during the interview, I will be asked a series of questions designed to allow me to share my perceptions of emotional intelligence and the impact on at-risk students academic success.

I understand that:

a) The possible risks or discomforts associated with this research are minimal. It may be inconvenient to spend up to one hour in the interview. However, the interview session will be held at an agreed upon date/time, to minimize this inconvenience.

b) I will not be compensated for my participation in this study. The possible benefit of this study is to add to the research regarding factors that may contribute to at-risk students. The information from this study is intended to inform researchers, policymakers, and educators. The findings and recommendations from this study will be made available to all participants.

c) Any questions I have concerning my participation in this study will be answered by Stephanie Niemeyer, Brandman University Doctoral Candidate. I understand that Mrs. Niemeyer may be contacted by phone at 760-912-8767 or email at lafe9101@mail.brandman.edu. The dissertation chairperson may also answer questions: Dr. Phil Pendley at pendley@brandman.edu.

d) I may refuse to participate or withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time.

e) The study will be audio/video-recorded, and the recordings will not be used beyond the scope of this project. Audio/video recordings will be used to transcribe the interviews. Once the interviews are transcribed, the audio/video and interview transcripts will be kept for a minimum of three years by the investigator in a secure location.

f) No information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be informed, and my consent re-obtained. If I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641. I acknowledge that I have received a copy of this form and the Research Participant's Bill of Rights.

ELECTRONIC CONSENT: Please select your choice below. Clicking on the "agree" button indicates that you have read the informed consent form and the information in this document and that you voluntarily agree to participate. If you do not wish to participate in this electronic survey, you may decline participation by clicking on the "disagree" button.

The survey will not open for responses unless you agree to participate.

□ AGREE: I acknowledge receipt of the complete Informed Consent packet and "Bill of Rights." I have read the materials and give my consent to participate in the study.

□ DISAGREE: I do not wish to participate in this electronic survey

APPENDIX E

NIH Certificate

Certificate of Completion of Training by National Institute of Health (NIH) Office of Extramural research Protecting Human Research Participants

CITI PROGRAM

Completion Date 25-May-2019
Expiration Date N/A
Record ID 31725592

This is to certify that:

Stephanie Niemeyer

Has completed the following CITI Program course:

Human Subjects Research (Curriculum Group)
Social-Behavioral-Educational Researchers (Course Learner Group)
1 - Basic (Stage)

Under requirements set by:

Brandman University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wa298153d-b3cc-4450-ba43-5980ef50a231-31725592

APPENDIX F

Bill of Rights

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

APPENDIX G

Research Study Request Letter

Date:

Dear Learn 4 Life,

My name is Stephanie Niemeyer, and I am a Doctoral Candidate at Brandman University's Doctor of Education in Organizational Leadership Program. Currently, I am working on a dissertation that analyses the relationship between independent study teacher's emotional intelligence and at-risk students' academic success. I am reaching out to you to request help in identifying participants (teachers) from the Learn4Life organization's individual school sites, which are located in the San Bernardino/Inland Empire L4L region.

The criterion that was established in my research, defined emotional intelligence as the ability to understand one's own emotions as well as the emotions of others. EQ is the ability to make behavior judgements and decisions through the understanding of these emotions and the emotions of others. More specifically, I am looking at the five components of emotional intelligence:

Self-awareness. Self-awareness is the ability to be aware not only of one's mood but also of his or her thoughts about his or her mood and the ability to monitor feelings as they happen.

Self-regulation. Self-regulation is the ability to control one's impulses and the ability to respond instead of react.

Internal motivation. Internal motivation is developing the desire to succeed for no one else's satisfaction but rather for one's own satisfaction.

Empathy. Empathy is the ability to understand other people's emotions and reactions.

Social skill. Having social skill is being able to handle a variety of interactions and relationships such as personal, professional, and recreational relationships.

Once the research is complete, I would be happy to provide the results to the organization. If Learn4Life would be willing to participate, my contact information is listed below. Thank you for your consideration and I hope to hear from you soon.

Respectfully,

Stephanie Niemeyer

Stephanie Niemeyer
Doctoral Candidate
lafe9101@mail.brandman.edu

APPENDIX H

Schutte Testing Instrument

#	Question	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1	I know when to speak about my personal problem to others	1	2	3	4	5	6
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them	1	2	3	4	5	6
3	I expect that I will do well on most things I try	1	2	3	4	5	6
4	Other people find it easy to confide in me	1	2	3	4	5	6
5	I find it hard to understand the nonverbal messages of other people	1	2	3	4	5	6
6	Some of the major events of my life have led me to re-evaluate what is important and not important	1	2	3	4	5	6
7	When my mood changes, I see new possibilities	1	2	3	4	5	6
8	Emotions are one of the things that make my life worth living	1	2	3	4	5	6
9	I am aware of my emotions as I experience them	1	2	3	4	5	6
10	I expect good things to happen	1	2	3	4	5	6
11	I like to share my emotions with others	1	2	3	4	5	6
12	When I experience a positive emotion, I know how to make it last	1	2	3	4	5	6
13	I arrange events others enjoy	1	2	3	4	5	6
14	I seek out activities that make me happy	1	2	3	4	5	6
15	I am aware of the non-verbal messages I send to others	1	2	3	4	5	6
16	I present myself in a way that makes a good impression on others	1	2	3	4	5	6
17	When I am in a positive mood, solving problems is easy for me	1	2	3	4	5	6
18	By looking at their facial expressions, I recognize the emotions people are experiencing	1	2	3	4	5	6
19	I know why my emotions change	1	2	3	4	5	6
20	When I am in a positive mood, I am able to come up with new ideas	1	2	3	4	5	6
21	I have control over my emotions	1	2	3	4	5	6
22	I easily recognize my emotions as I experience them	1	2	3	4	5	6
23	I motivate myself by imagine a good outcome to tasks I take on	1	2	3	4	5	6
24	I compliment others when they have done something well	1	2	3	4	5	6
25	I am aware of the non-verbal messages other people send	1	2	3	4	5	6
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself	1	2	3	4	5	6
27	When I feel a change in emotions, I tend to come up with new ideas	1	2	3	4	5	6
28	When I am faced with a challenge, I give up because I believe I will fail	1	2	3	4	5	6
29	I know what other people are feeling just by looking at them	1	2	3	4	5	6
30	I help other people feel better when they are down	1	2	3	4	5	6
31	I use good moods to help myself keep trying in the face of obstacles	1	2	3	4	5	6
32	I can tell how people are feeling by listening to the tone of their voice	1	2	3	4	5	6
33	It is difficult for me to understand why people feel the way they do	1	2	3	4	5	6

APPENDIX I

Use of Testing Instrument Approval

PsycTESTS

Schutte Self-Report Inventory

PsycTESTS Citation:
Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Schutte Self-Report Inventory [Database record]. Retrieved from PsycTESTS. doi: https://dx.doi.org/10.1037/t06715-000

Instrument Type:
Inventory/Questionnaire

Test Format:
Respondents use a 5-point scale, on which a "1" represented "strongly disagree" and a "5" represented "strongly agree," to indicate to what extent each item describes them.

Source:
Schutte, Nicola S., Malouff, John M., Hall, Lena E., Haggerty, Donald J., Cooper, Joan T., Golden, Charles J., & Dornheim, Liane. (1998). Development and validation of a measure of emotional intelligence. Personality and Individual Differences, Vol 25(2), 167-177. doi: https://dx.doi.org/10.1016/S0191-8869(98)00001-4, © 1998 by Elsevier. Reproduced by Permission of Elsevier.

Permissions:
Test content may be reproduced and used for non-commercial research and educational purposes without seeking written permission. Distribution must be controlled, meaning only to the participants engaged in the research or enrolled in the educational activity. Any other type of reproduction or distribution of test content is not authorized without written permission from the author and publisher. Always include a credit line that contains the source citation and copyright owner when writing about or using any test.

APPENDIX J

Interview Protocol

Interviewer: Stephanie Niemeyer

Interview time planned: Approximately one hour

Recording: Zoom Meeting

Written: Field notes

Introductions: Introduce ourselves to one another.

Opening Statement: Thank you for agreeing to spend some time with me today, and meeting my on Zoom. My name is Stephanie Niemeyer and I am a doctoral candidate at Brandman University in the area of Organizational Leadership. I have worked in independent study charter schools, with at-risk students, for over 16 years both as a teacher and an administrator.

Considering the reality that education is changing, specifically regarding charter schools in California, it is important to understand factors that may assist in determining effective methods of working with students who are at-risk. Additionally, as the Corona Virus has impacted educators in all educational settings, everywhere, this research may benefit those who are attempting to provide traditional school students, with distant learning.

Interview Agenda: I am going to press the "record" button. I anticipate that this interview will take about one hour today. As a review of the process leading up to this interview, you were invited to participate via phone call after you completed the electronic survey. Prior to the electronic survey you signed an informed consent form that outlined the interview process and the condition of complete anonymity for this study. You also read the Letter of Invitation and the Participant's Bill of Rights. Thank you for signing the Audio/Video Release Form in advance of this interview. Please confirm verbally that you have read and agree to participate in the interview and be recorded. Next, I will ask a list of questions related to the purpose of the study. I may take notes as the interview is being recorded. If you are uncomfortable with me taking notes, please let me know and I will only continue with the verbal interview. Finally, I will conclude our interview session by stopping the recording on Zoom. After your interview is transcribed, you will receive a copy of the complete transcript to check for accuracy prior to the data analysis. Please remember that anytime during this process you have the right to stop the interview. If at any time you do not understand the questions being asked, please do not hesitate to ask for clarification. Are there any questions or concerns before we begin with the interview? I will be conducting approximately 10 - 12 interviews with others like yourself who are independent study teachers who work with at-risk students. To ensure the data collected is pure, I may not engage in a lot of dialogue with you during the interview.

Background Question:

1. How long have you served as a teacher throughout your career?
2. How long have you served as an independent study teacher working within charter schools?
3. How long have you served as an independent study teacher at your current site?

Content Questions: In preparation for the content questions, I wanted to remind you that the purpose of this mixed methods study was to determine what relationship exists, between teacher's emotional intelligence, as determined through self-rated surveys by independent study teachers. An additional purpose of the study was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences for student credit completion.

Emotional Intelligence: EQ is the ability to understand one's own emotions as well as the emotions of others. Furthermore, EQ is the ability to make behavior judgements and decisions through the understanding of these emotions and the emotions of others. This includes perceiving emotions in self and others, utilizing emotions for thinking, using emotions for understanding, and ultimately managing emotions of self and others to obtain positive outcomes for all.

1. In your own words please describe how emotional intelligence pertains to your role as a teacher.
2. Please describe how your ability to perceive and assess your emotions may have contributed to your interactions with students.
3. Tell me your understanding of how your ability to discriminate accurate vs. inaccurate emotional expression may have affected your interactions with students?
4. What, if any, impact did your ability to read/sense/interpret the emotions of others have on your student's success?
5. Describe how assessing and adjusting your own emotions may have influenced your student's success.
6. What difference, if any, does understanding how others may feel in the future or under certain circumstances contribute to student success?
7. How might, if at all, staying open to pleasant and unpleasant feelings and to the information they convey, aid in your interactions with students?
8. What impact, if any, could effectively managing one's own or other's emotions to achieve a desired outcome impact student success?

Is there anything that you haven't had a chance to share regarding how emotional intelligence may contribute to student success?

APPENDIX K

Audio/Video Release Form

RESEARCH STUDY TITLE: A Mixed Methods Analysis of the Relationship Between Independent Study Teachers' Emotional Intelligence and At-Risk Students Academic Success.

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

I authorize Stephanie Niemeyer, Brandman University Doctoral Candidate, to video record myself/voice. I give Brandman University and all persons or entities associated with this research study permission or authority to use this recording for activities associated with this research study.

I understand that the recording will be used for transcription purposes and the information obtained during the interview may be published in a journal/dissertation or presented at meetings/presentations.

I will be consulted about the use of the video/audio recordings for any purpose other than those listed above. Additionally, I waive any right to royalties or other compensation arising correlated to the use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agree to the outlined terms. I hereby release all claims against any person or organization utilizing this material.

_____ _____

Signature of Participant or Responsible Party **Date**

APPENDIX L

Letter of Invitation

STUDY: A Mixed Methods Analysis of the Relationship Between Independent Study Teachers' Emotional Intelligence and At-Risk Students Academic Success

Date:

Dear Prospective Study Participant,

You are invited to participate in a mixed-methods research study to investigate the relationship between independent study teachers' understanding of emotional intelligence and the impact this has on at-risk students' success. The main investigator of this study is Stephanie Niemeyer, Doctoral Candidate in Brandman University's Doctor of Education in Organizational Leadership program. You were chosen to participate in this study because you are an authorized and credentialed teacher. Additionally, your organization qualifies as an independent study charter school, located in San Bernardino County servicing students who are primarily deemed to be "at-risk" of not graduating high school.

There are two parts of the study including electronic survey and interviews. Participation in the electronic survey alone will be 10-15 minutes while participation in the electronic survey and interviews will take approximately one hour. Your participation is entirely voluntary, and you may withdraw from the study at any time without consequences.

PURPOSE: The purpose of this mixed methods study was to determine the relationship between independent study charter school teachers' EQ scores, as measured by the Schutte Self-Report Emotional Intelligence Test (SSEIT), and the number of credits earned in a learning period by their students. An additional purpose of the study was to describe how independent study high school teachers perceive their ability to model the EQ attributes of self-awareness, self-regulation, internal motivation, empathy, and social skill (Goleman, 2006) influences for student credit completion.

PROCEDURES: If you decide to participate in the study, then you may proceed with the electronic survey. At the end of the survey you will be asked if you would like to participate in a voluntary interview. The researcher will then contact those interested participants to schedule an interview. During the interview, you will be asked a series of questions designed to allow me to share the perceptions of teachers regarding how emotional intelligence impacts student success.

RISKS, INCONVENIENCES, AND DISCOMFORTS: There are minimal risks to your participation in this research study. It may be inconvenient to spend up to one hour in the interview. However, the interview session will be held online, over Zoom, at an agreed upon time, to minimize this inconvenience.

POTENTIAL BENEFITS: There are no major benefits to you for participation, however, your

input and feedback could help add to the research regarding factors that may contribute to at-risk student success. The information from this study is intended to inform researchers, policymakers, and educators. Additionally, the findings and recommendations from this study will be made available to all participants.

ANONYMITY: Records of information that you provide for the research study, and any personal information you provide, will not be linked in any way. It will not be possible to identify you as the person who provided any specific information for the study.

You are encouraged to ask questions, at any time that will help you understand how this study will be performed and/or how it will affect you. You may contact me at 760-912-8767 or by email at lafe9101@mail.brandman.edu. You can also contact Dr. Phil Pendley by email at pendley@brandman.edu. If you have any further questions or concerns about this study or your rights as a study participant, you may write or call the Office of the Executive Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Respectfully,

Stephanie Niemeyer

Stephanie Niemeyer
Doctoral Candidate
lafe9101@mail.brandman.edu