

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE  
AND STUDENT TEACHER PERFORMANCE

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A DISSERTATION

Presented to the Faculty of  
the Graduate College at the University of Nebraska  
In Partial Fulfillment of Requirements for the Degree of Doctor of Education

Major: Educational Studies

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December 2006  
Lincoln, Nebraska

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ABSTRACT

The purpose of this mixed methods study ( $N = 40$ ) was to determine whether Student Teacher Performance (STP), as measured by a behavior-based performance evaluation process, is associated with Emotional Intelligence (EI), as measured by a personality assessment instrument. The study is an important contribution to the literature in that it appears to be the first study to explore the possibility an EI assessment instrument can predict STP. The results indicate that EI, as assessed by the BarOn EQ-i, and College Supervisors' assessments of STP are related. However, data collected from the Cooperating Teacher and Student Teacher perspectives did not reveal any statistically significant relationship for any EQ/STP variable pair studied. While total Emotional Quotient (EQ) scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales had a statistically significant association with two or more individual aspects of STP, the Stress Management and Adaptability Scale scores did not have any statistically significant relationships with total or any aspect of STP. The four participants in the study who had the most anomalous EQ/STP combinations were contacted to participate in interviews. Two individuals agreed, and these interviews revealed the complexity surrounding assessment of STP, and four themes which fall within the following analogous EQ-i Subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility. Finally, implications for those involved in the selection and preparation of teacher candidates are described.

## ACKNOWLEDGEMENTS

On the important journeys, few travel alone, and I have benefited from the many individuals who took the time to encourage and challenge me and travel with me a bit on my way.

My interest in higher education was developed and supported by my parents, H. Leroy and Rebecca Drew, and I appreciate all the things they did to nudge me in the right direction in my developing years. I never would have started or completed this endeavor without the support of Ben Johnson, who in many ways was my mentor as I developed my sense of direction as an administrator in higher education, and whose tireless enthusiasm carried me through countless professional and personal initiatives over the years. I also wish to thank the members of my committee, Larry Dlugosh (Chair), Christy Horn, Al Seagren, and Rich Torracco for their efforts on my behalf. I truly learned from each of them during my entire experience at the University of Nebraska.

When the going gets tough, the tough rely on friends and colleagues, and these have been more than wonderful individuals with whom to work and develop programs. Several colleagues, Bruce Batterson, Tony Citrin, Greg Galardi, Brad Griffin, Judy Grotrian, Jodi Kupper, Lisa Parriott, Pat Rippe, Bill Snyder, Linda Staples, Jim Thomas, and Korinne Tande, stand out as individuals who were particularly supportive of my research and provided material assistance.

Most of all, I wish to thank my family, as they are in my heart every minute of every day. My wife Suzanne may never realize the depth of my pride for her accomplishments and my love for her always being there for me, and experiencing my son William's boundless energy (even with a broken arm) and daughter Emma's unconditional positive regard (even for imaginary turtles) will be all the inspiration I need for the rest of time.

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## CHAPTER 1

### PURPOSE, BACKGROUND AND STUDY PARAMETERS

#### *Purpose & Significance of Study*

The purpose of this mixed methods study was to determine whether Student Teacher Performance (STP), as measured by a behavior-based performance evaluation process, was associated with Emotional Intelligence (EI), as measured by a personality assessment instrument. Identification of a potential approach to identify and perhaps more appropriately train the best possible teacher candidates would be an important contribution to collective efforts to improve the public education system. The study was exploratory due to the characteristics of the sample (i.e., a small “N” consisting of teacher candidates in a small rural state college) but is an important contribution to the literature in that this appears to be the first study to explore the possibility an EI assessment instrument can predict STP.

Whether and to what extent EI can be developed for those already in young adulthood and attending college is unclear, as most of the research done to date has focused on children’s emotional development (see Denham, 1998, and Saarni, 1999, for comprehensive summaries of research with children) or the emotional development of adults in the work setting (see Goleman, 1998, for reports of research with adults). Taken as a whole, the literature indicates that EI can be developed, through a variety of interventions, in both children and adults in the workforce (Matthews, Zeidner, & Roberts, 2002), and thus it is likely that EI can be developed for young adults in the college setting as well. However, direct benefits of finding a material link between EI and STP result either way. Assuming a strong link between EI and STP, and that EI cannot be developed, EI scores could be used in career counseling to provide feedback to those with low EI scores regarding challenges they would likely face in the teaching profession. This would save the students and institutions a significant amount of time and financial resources compared to the alternative of students two to four years into a teacher preparation program, or new teachers out in the school setting, discovering they were not in the right careers. On

the other hand, assuming EI can strongly predict STP, and that EI can be developed in students, administrators would know to revise teacher preparation programs to provide further opportunities and exercises to develop EI. In each case, finding and communicating a relationship between EI and STP would be highly beneficial to those screening, preparing, and counseling potential teachers.

### *Background*

In the years leading up to and after the passage of the No Child Left Behind Act early in 2002, much has been made of the quality of public education and the teachers who serve students on the “front lines.” In the evolution of discussions regarding teacher quality, there has been greater focus on teacher candidates’ dispositions. This focus was accepted and eventually promulgated by an important teacher education program accreditation organization. The National Council for Accreditation of Teacher Education (NCATE) is the primary organization for accreditation of schools, colleges, and departments of education in the United States. NCATE’s main purpose is to promote “accountability and improvement in teacher preparation,” which it does through the establishment and application of standards used to evaluate each unit’s “conceptual framework,” or philosophy and approaches to educate future teachers (referred to as “candidates”) (National Council for Accreditation of Teacher Education [NCATE], 2002, pp. 1-13). Teacher education departments, schools, and colleges (collectively referred to as “units”) must show evidence that “the dispositions that the faculty value in teachers and other professional school personnel” (NCATE, 2002, p. 13) are defined and assessed in some manner. The 2002 NCATE Professional Standards glossary provides the following definition of “dispositions”:

The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a

belief that all students can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment (NCATE, 2002, p. 53).

The definitions for “unacceptable,” “acceptable,” and “target” performance in the area of dispositions are:

Unacceptable – Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students, families, and communities.

Acceptable – Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.

Target – Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so (NCATE, 2002, p. 16).

Drew & Tande (2004) found NCATE accredited teacher education units generally were not using a standard assessment instrument to assess candidate dispositions, but instead, relied on a wide variety of highly subjective approaches (e.g., grades, faculty impressions, reflective writings) over the course of time.

[The findings] indicate a potential opportunity for an external supplier to develop a disposition assessment instrument, or external suppliers to better communicate the value of existing instruments. Though the perils associated with this are obvious to those in the education field, we do like the notion that this approach may be somewhat more objective than other assessment approaches that may be more commonly employed and, if used as one of many assessment approaches, it may provide a more accurate picture of an individual’s

disposition. Though it is true that instruments developed by the unit have the advantage of being tailored directly to the needs of the unit, a commonly used instrument may have the advantage of providing comparative data for peer institutions. If a commonly used instrument was administered in a pre/post test manner, and the resulting gains in dispositions compared to the gains of peers, perhaps best practices could be more readily identified (Drew & Tande, 2004).

Of course, the last mentioned benefit assumes that dispositions can indeed be changed, which is the prevailing belief of those responding to Drew & Tande's survey. Ninety percent of the respondents indicated they either agreed (76%) or strongly agreed (14%) with the statement that dispositions can be changed. Even if dispositions cannot be impacted appreciably for college students, as Holland (1997) and others who studied "occupational fit" may suggest, a valid disposition assessment instrument could be used to help screen out those not suited for the profession. An instrument to assist those making admission decisions, if applied early enough, could help prevent students and institutions from wasting a good deal of time and other resources on an outcome that may not be optimal. Or it could be used to identify those with dispositions inappropriate to the profession of teaching so that they may be given additional attention and opportunities to develop in the right direction. In either case, the development of a new assessment instrument to understand candidate dispositions, or the application of an existing one, would be socially beneficial if it contributed to reducing the attrition rate of teachers. First year teacher attrition has been reported as high as 14%, a third of new teachers leave within their first three years, and the attrition rate in the first five years is 46% (Ingersoll, 2002). Not all the dynamics causing this attrition rate can be addressed. However, for individuals who found the profession of teaching not suited to their personalities, preservice assessment before entering teacher preparation programs would have been beneficial. In fact, the National Commission on Teaching and America's Future listed "Careful recruitment

and selection of teacher candidates” as the first suggested strategy on its list of steps to improve the quality of teacher preparation (National Commission on Teaching and America’s Future, 2003, p. 20). One of the reasonable first steps in this process would be to find a valid instrument to use in the admission decision.

A review of a sample of unit disposition statements indicates there are common themes covering what faculty generally expect in terms of candidate dispositions. Many of the themes are driven by the Interstate New Teachers Assessment and Support Consortium (INTASC) Principles, a consensus-based framework that can be used to evaluate new teachers (Council of Chief State School Officers website, April 2004). There is considerable congruence between the teacher candidate educators’ expectations for their students’ dispositions and the competencies described in models of EI.

### *Research Questions*

This study’s primary research question was whether there is a relationship between EI, as measured by the BarOn EQ-i, and STP (or any of its subcategories), as measured by a selected institution’s Student Teacher evaluation process. Secondary questions were:

1. Is there a relationship between reported intrapersonal skills and traits, as measured by the Intrapersonal EQ-i Scale, and STP or performance in any STP subcategory measured by the institution’s student teacher evaluation process (General & Liberal Studies, Content Area Studies, Pedagogical Studies, Personal Disposition and Professional Integrity, and Professional Development)?
2. Is there a relationship between interpersonal skills and traits, as measured by the Interpersonal EQ-i Scale, and STP or performance in any STP subcategory?
3. Is there a relationship between adaptability skills and traits, as measured by the Adaptability EQ-i Scale, and STP or performance in any STP subcategory?

4. Is there a relationship between stress management skills and traits, as measured by the Stress Management EQ-i Scale, and STP or performance in any STP subcategory?
5. Is there a relationship between one's general mood, as measured by the General Mood EQ-i Scale, and STP or performance in any STP subcategory?

Given Holland's (1997) Theory of Vocational Personalities and Work Environment, a positive relationship was hypothesized between all facets of EI and each category of STP.

#### *General Data Collection Method*

All student teaching candidates at a small public Midwestern college who planned to do their student teaching in Spring 2006 were asked to participate in this study in the 2005-06 academic year. Participation was completely voluntary. Participating students completed an EI assessment in the Fall, and their performance as Student Teachers was assessed the following Spring. EI scores and STP ratings were correlated to determine the significance of their relationships, if any. Two follow up interviews to gain a better understanding of the relationship between EI and STP and any factors that might have an effect on this relationship were conducted with participants whose EI and STP results were among the most extreme outliers.

#### *Technical Terminology*

College Supervisor – An employee of the college who has been hired or assigned to provide guidance to a Student Teacher and who periodically observes and evaluates the Student Teacher's performance. Many College Supervisors are professors in the education field, while some are adjunct faculty members with significant teaching experience who have been trained to provide this service.

Cooperating Teacher – A professional teacher employed by the school district where a Student Teacher is placed who has agreed to supervise and evaluate the Student Teacher's classroom experience.

Emotional Intelligence – Or EI, is defined variously, but the definition one might find most useful for occupational studies is Bar-On's (2002): "...an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures." (p. 14). Bar-On's conceptualization includes 15 aspects of Emotional Intelligence: self-regard, emotional self-awareness, assertiveness, independence, self-actualization, empathy, social responsibility, interpersonal relationship, reality testing, flexibility, problem solving, stress tolerance, impulse control, optimism, and happiness.

Student Teacher – A college student in an education program who has generally completed all of the college coursework associated with his or her degree and who has been placed in a classroom setting for the purposes of demonstrating teaching capabilities, gaining practical experience, and getting feedback to improve skills. In the sample studied, Student Teachers were supervised by a Cooperating Teacher and College Supervisor. Student Teachers are sometimes called "Pre-service Teachers" or "Teacher Candidates."

Student Teacher Performance – Or STP, for the purposes of this study, is defined as a Student Teacher exhibiting a set of desirable professional behaviors in the school setting. STP should not be considered the same as the notion of "effectiveness," as the latter term implies measured student-related outcomes.

### *Assumptions*

The purpose of this study did not involve assessment of the quality of the educational system or exploration of the relative contributions of component or subcomponent variables of the system. Assumptions were made that 1) teachers are an important element of the system; 2) preparation and selection of better teacher candidates can be a critical first step toward enhancing the quality of the overall system; 3) good teachers share certain personality-related qualities; 4) these qualities remain stable during the period of study and can be assessed in advance of student teaching; and 5) STP can be assessed in some manner that can be correlated to a measure of EI.

### *Limitations*

Internal validity suffered from extreme response bias from two sources of data (Cooperating Teachers and Student Teachers). Consequently, the results are based on perceptions from just one perspective of STP, that of the College Supervisors. Future study designs may be more successful in gathering multiple perspectives and measuring actual performance more objectively. The other limitations of this study are the homogeneous nature of the population studied and the small sample size. The population studied consisted of a mix of traditionally-aged and nontraditionally-aged students in a teacher education program at a small Midwestern public college who, while representative in terms of gender, were extremely homogeneous across other measures of diversity. Readers should consider the generalizability of the results in this context.

### *Delimitations of the Study*

The primary delimitation of the study was the focus on the mathematically described relationship of EI to STP, which ignores other factors that may be relevant (e.g., the quality of Student Teacher-evaluator relationships) if one wishes to move from measures of association to developing a more predictive model. Other delimitations included the use of a personality assessment instrument which relied on reports of traits and behaviors as opposed to actual or observed behaviors, use of an STP assessment process which involved somewhat subjective ratings of performance, and the limited reliability and validity of these instruments.

## CHAPTER 2

### LITERATURE REVIEW

In this chapter, an overview of the topic of Emotional Intelligence (EI) is provided, and, as this study involved assessment of the relationship of personality traits and Student Teacher Performance (STP), the results of comparable studies are presented as well.

#### *Emotional Intelligence – An Overview*

Salovey & Mayer (1990) trace hints of an emotional component to intelligence and cognitive effectiveness all the way back to the great philosophers of antiquity and the notion of EI as a science back to E. L. Thorndike's (1920) comments on the possibility of "social intelligence" in a popular magazine article published in the early 20<sup>th</sup> century. As a pioneer in the scientific assessment of intelligence, Thorndike had considerable credibility. Goleman (1995), perhaps the best known author on the subject of emotional intelligence, writes that the origin of the latest resurgence in interest in the subject goes back at least to Gardner's (1983) book *Frames of Mind*, a work noting there must be more to people than traditional types of intelligence to explain their success in life. Simply put, not all intelligent people, classically defined as those who are cognitively swift and deductively accurate, are successful in life, and many with IQs in the middle-normal range can succeed to a high degree. Researchers have found there are other psychological traits that are predictive of success. Sternberg (1985) called this aspect of personality "practical intelligence." Gardner eventually urged that inter- and intrapersonal intelligences be considered (Goleman, 1995, p. 39). Most recently, Gardner (1999) defined interpersonal intelligence as having the capacity to "understand the intentions, motivations, and desires of other people and, consequently, to work effectively with others" (p. 43) and intrapersonal intelligence as "the capacity to understand oneself, to have an effective working model of oneself – including one's own desires, fears, and capacities – and to use such information effectively in regulating one's own life" (p. 43). Gardner specifically

identified “salespeople, teachers, clinicians, religious leaders, political leaders, and actors” as needing “acute interpersonal intelligence” (p. 43).

Salovey & Mayer (1990) elaborated on original perspectives of EI by developing three branches that together comprised the concept: Appraisal and Expression of Emotion, Regulation of Emotion, and Utilization of Emotion. Later, these were rearticulated into four branches (Mayer & Salovey, 1997):

- Perception, Appraisal, and Expression of Emotion
- Emotional Facilitation of Thinking
- Understanding and Analyzing Emotions (Employing Emotional Knowledge)
- Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

As Goleman (1998) studied more of the literature on the topic, particularly in terms of how EI was operationalized by the U.S. government and authors writing for corporate audiences, he developed a different take on Salovey & Mayer’s branches, and added a variety of sub-categories:

Self-Awareness – Knowing one’s internal states, preferences, resources, and intuitions. Includes the subcategories of emotional awareness, accurate self-assessment, and self-confidence.

Self-Regulation – Managing one’s internal states, impulses, and resources. Includes the subcategories of self-control, trustworthiness, conscientiousness, adaptability, and innovation.

Motivation – Emotional tendencies that guide or facilitate reaching goals. Includes the subcategories of achievement drive, commitment, initiative, and optimism.

Empathy – Awareness of others’ feelings, needs and concerns. Includes the subcategories of understanding others, service orientation, leveraging diversity, and political awareness.

Social Skills – Adeptness at inducing desirable responses in others. Includes the subcategories of influence, communication, conflict

management, leadership, change catalyst, building bonds, collaboration and cooperation, and team capabilities (Goleman, 1998, pp. 26-27).

Goleman considered the first three of his five categories in the intrapersonal realm and the last two categories interpersonal in nature. Another leader in the field of EI is psychologist Rueven Bar-On, author of the oldest and most widely used EI assessment instrument.

Bar-On's (2002) conceptualization is:

Intrapersonal – Emotional self-awareness, assertiveness, self-regard, self-actualization, and independence.

Interpersonal – Interpersonal relationship, social responsibility, and empathy.

Adaptability – Problem solving, reality testing, flexibility.

Stress Management – Stress tolerance and impulse control.

General Mood – Happiness and optimism (Bar-On, 2002, p. 3).

From an occupational assessment point of view, the Goleman and Bar-On models are quite similar. Although Goleman's model includes the notion of "change catalyst," Bar-On's is superior in that it includes "reality testing" (objectively assessing one's perceptions against the reality of the situation) and a distinct scale for stress management. Given the increasing levels of stress in the teaching occupation and a greater need for teachers to realistically assess their environments on a continual basis (Ornstein & Levine, 2003) the Bar-On conceptualization was most useful for this study's purposes.

Not all researchers believe EI merits status as a distinct class of intelligence. The stated concerns range from issues of measurement and use of specific assessment instruments (Roberts, Zeidner & Matthews, 2001), to the perceived lack of a coherent and accessible scientific foundation for the proposition that EI exists. For example, Landy (2005) recently wrote of concerns regarding a lack of theoretical parsimony, flawed reliance on cross-sectional (as opposed to causative) research designs, conceptual instability, and a shocking lack of publicly available data upon which to make a judgment. It is the last point that may be of most concern. Some contend

there is considerable evidence that EI is a determinant of success in a variety of occupational settings, with most of the research focusing on leaders and those in sales occupations (Goleman, 1998). Landy contends that EI success statistics, such as those shared in popular books like *Working with Emotional Intelligence* (Goleman, 1998), are largely based on proprietary studies and data, and that there is a fundamental concern generated when the line is blurred between academic investigation and corporate research, the point of which is to build consulting revenues. The debate continues, but on balance, the evidence suggests there is enough to the concept of EI that it is worthy of use as a conceptual lens to view human performance in a work setting. This use of EI may become more valuable over time as organizations create and define jobs to feature more “emotion work.” Emotion work is done in occupational settings where the employer requires employees in positions that require direct and intensive customer contact to display particular emotions (Hochschild, 1979). The profession of teaching would reasonably be considered such an occupation. Opengart (2005) contends, based on a review of many studies, that “emotion work cannot be performed well without possessing a foundation of emotional intelligence” (p. 49).

There is conflicting direct evidence that the concept of EI might be relevant for the teaching profession. Although the notion that the traits associated with high EI are necessary for teachers to possess has a certain amount of prima facie validity, Byron (2001) found that pre-service teachers in her sample, as a group, did not score any differently in EI than the normed sample. On the other hand, Walker (2001) found all the classroom teachers in the sample she studied had above average emotional intelligence scores. These results may be a consequence of small sample sizes of 37 and 26 participants for the Byron and Walker studies, respectively. Different EI assessment instruments were used as well. In the latest study available at the time of this writing, Boyd (2005) found a nearly perfect bell-shaped distribution of Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) scores around 100 (normal EI) for the 80 elementary teachers in her study.

Using Holland's (1997) work as a theoretical lens to view EI's utility in predicting STP appears viable. Holland (1997), author of the much researched, refined, and applied theory of Vocational Personalities and Work Environments, proposes that individuals fall into one of six personality types that are useful for making informed career decisions. The greater the "congruence" or "fit" between one's personality type, which is actually a collection of traits as measured by interests, and one's occupational environment, the greater the vocational satisfaction and occupational engagement, and ultimately the greater the occupational performance (often assumed to have occurred prior to measures of achievement) (Holland, 1997, pp. 11, 37).

Teachers fall into Holland's "Social Type." Social types prefer "activities that entail the manipulation of others to inform, train, develop, cure, or enlighten" (Holland, 1997, p. 24). They value being helpful and forgiving, and they see themselves as being understanding. They are apt to be "agreeable, cooperative, empathetic, friendly, generous, helpful, idealistic, kind, patient, persuasive, responsible, sociable, tactful, understanding, and warm" (p. 25), all qualities associated with high EI. If, according to Holland's theory, teachers possessing these qualities are likely to be satisfied and succeed vocationally, then EI is likely to be predictive of teacher performance as well. This begs the question be asked, why not simply use one of Holland's interest inventories to predict STP? There are two answers. First, exploring the predictive utility of an EI assessment tool not previously used for this purpose advances knowledge in a useful way, and second, it is likely that using an EI assessment tool, which can be construed to be essentially a more detailed measure of Holland's Social Type, will prove to be of greater predictive utility, either in terms of raw explanatory power, or in terms of being a discriminating predictor of levels of STP. Not all studies support Holland's theory that person-job congruence leads to job satisfaction and higher performance (Cook, 1996).

*Personality & Student Teacher Performance*

“It should be noted that there is a paucity of research which has investigated the relationship between personality variables and STP” (Verdini, 1990, p. 125), and not much has been done in this area since Verdini made this observation. This study’s focus was on examining the association, if any, between a new aspect of personality – EI, and STP. The eventual goal is developing a personality-based predictive model for STP to inform those responsible for selecting and developing teacher candidates so that selection techniques and occupational counseling may be refined and/or appropriate skill and trait development promoted through targeted learning experiences. If one accepts the importance of predicting student teaching success, the question becomes how best to do it. Traditional measures of academic performance and intellectual capabilities have not been particularly useful for this purpose. Although Marso & Pigge (1991) and Monsour (1987) found grade point averages predictive but not necessarily powerful enough to be useful, Mascho et al. (1966) had mixed results depending on the type of course examined, and Salzman (1991) and Bernstein (1980) found grades relatively weak predictors of performance. Salzman also found the Pre-Professional Skills Test (PPST) and the American College Testing (ACT) assessment weak predictors of STP in her study of over 600 teacher candidates. This study confirmed an earlier study’s results in terms of the poor predictive power of the PPST (Salzman, 1989). In the earlier study ( $N = 247$ ), the National Teacher Examination’s (NTE) predictive power was also examined and found to be a weak predictor of performance as well. In these studies, Student Teacher performance was assessed by three of the five Teacher Performance Assessment Instruments (TPAI) (Capie, Johnson, Anderson, Ellett, & Okey, 1979). The three instruments used were the Teaching Plans and Materials Instrument, the Classroom Procedures Instrument, and the Interpersonal Skills Instrument.

Verdini’s (1990) contribution was qualitative research regarding whether an assessment center, similar to a field practicum course but conducted within the institution’s facilities, would be predictive of pre-student teacher classroom performance. Due to a small sample (only four teacher candidates) the results need to

be considered carefully, but there did seem to be some predictive validity in this approach. Verdini considered thirteen skill and personality dimensions in her study: leadership, oral communication, oral presentation, sensitivity, innovativeness, problem analysis, tactical decision making, written communication, monitoring, planning and organizing, initiative, strategic decision making, and tolerance for stress. She also examined the predictive utility of the California Psychological Inventory (CPI). This assessment provides scores for self-acceptance, responsibility, achievement motivation, and flexibility. Contrary to the findings of some researchers, she found “The evidence regarding the relationship between personality variables and actual teaching behaviors in the classroom indicated that no discernible direct relationship exists between the four measured personality attributes and teaching performance” (p. iv). This finding may have been an artifact of the study’s design, however. Monsour (1987) made a similar finding in a larger ( $N = 48$ ) quantitative study: “Self-concept, empathy, and achievement motivation are not significantly correlated with student teacher effectiveness and job satisfaction” (p. 72). Monsour used the CPI to measure the personality attributes as well. Performance was measured by an instrument adapted from those typically used, with known validity and tested reliability, to evaluate the performance of student teachers at that institution. In a still larger study ( $N = 209$ ), McGrath (1983) found the CPI did predict Professionalism, as defined by items on the institution’s Student Teaching Evaluation form, but not Relationship-Building Skills or other behaviors in the classroom. The Professionalism dimension included items regarding ethical behavior and a series of what most would consider appropriate general work habits (e.g, attendance, relates professionally, good hygiene/dress).

Research into use of personality assessments to predict student teacher performance can be traced at least to the 1960s. The Elementary Education Selection Research Project (Mascho, Grangaard, Leep, & Schultz, 1966), which used data from three individual dissertation studies, was designed to determine what information might be predictive of pre-service and in-service teacher performance. This longitudinal study considered 802 matriculated students’ scores on the following

seven skill and psychological assessments: Cooperative School and College Ability Test (SCAT), New Purdue Placement Test in English (NPPTTE), Minnesota Multiphasic Personality Inventory (MMPI), Minnesota Teachers Attitude Inventory (MTAI), Dynamic Factor Opinion Survey (DF Opinion), Sequential Tests of Educational Progress (STEP), and the Strong Vocational Interest Inventory (SVII). Data were also collected on students' academic achievement at Ball State and in high school. In addition to these objective data, seven subjective ratings of competency were collected at various points in the students' education and work experience through the first year of service. These data were analyzed for their predictive power for eventual student performance as measured by a Composite Pre-Professional Score (CPPS) and first year in-service performance scores derived from observations and a rating form. The CPPS was calculated based on grades and a series of forced rankings from different supervisor/evaluator perspectives using relevant criteria. Mascho and colleagues' key findings were:

- the SVII and the MTAI were not useful in predicting competency (p. 21),
- the MMPI results indicated that the more socially adjusted the teacher, the more likely he or she was to be competent (pp. 21-22),
- The DF Opinion Survey indicated the more successful teachers were more independent in their decision-making and those who disliked exactness and precision (p. 22),
- All three skill/intelligence tests, SCAT, New Purdue, and STEP were not useful in predicting performance, nor were grades (p. 22),
- Although the predictive power of the subjective measures (interviews) was mixed, there was some evidence that motivation toward teaching, emotional balance, and social intelligence were significant predictors of pre-service teaching success (pp. 22-23).

A more recent study using the Strong Vocational Interest Inventory (SVII) did find it a somewhat useful instrument for predicting STP. Snider-Lane (1980) found using the SVII that Social Service Occupational Style scores and Introversion-Extroversion

Personality orientation scores were predictive of performance in the classroom in the manner one might expect (i.e., an orientation toward social service and extroversion predicted performance) using the institution's performance assessment instrument. She also found the total score on the Professional Teacher Stances instrument predictive of student teacher performance. The overall explanatory power of these instruments was relatively low, however. Snider-Lane points out that the SVII may have become a more useful instrument given later changes to make it more gender inclusive (Snider-Lane, 1980, pp. 26-27). This was a particularly important confounding factor in this small study, as 46 out of the 47 participants were female.

In one of the larger studies of this type ( $N = 716$ ), Bernstein (1980) found some correlation between certain personality attributes, as measured by the Brown Self-Report Inventory and the Adjective Self-Description assessment instruments, and Student Teacher Performance as measured by the institution's Final Evaluation of STP assessment form. Self-concept, outgoing personality, attitude toward the future, and work habits were all found to be statistically significantly related to performance for one or more of the student teacher groups studied, although none very powerfully.

In another take on measuring dimensions of personality and their predictive value regarding student teacher performance (using Hunt's Paragraph Completion Test, the Constantinople Inventory of Psychological Development, and Rest's Defining Issues Test) Mortenson (1983) found:

Psychological maturity does account for success of student teachers on certain measures of teaching performance. When looking at the teacher (1) as a person, by identity formation, (2) as an instructor, by conceptual level, and (3) as a conveyer of democratic values, by moral reasoning, the strongest indicator of success in student teaching was conceptual level. Those students who had CL scores above 2.0 displayed a multiple frame of reference at an abstract level, creativity and independence, and far less restricting nonverbal behavior as they worked with students (Mortenson, 1983, pp. 108-109).

Mortenson also found that “student teachers with high identity diffusion had better university supervisor ratings on the Purdue Inventory of Teacher Effectiveness (PTES) than those scoring lower on the diffusion scales” (p. 110). This is an ironic result, given one would expect a successful future classroom leader to exhibit a “resolved” as opposed to “diffused” identity. One of Mortenson’s explanations for this result is that student teachers with less formed identities may be more likely to “conform” (to the norms and behaviors imposed by the supervisor or circumstances, one would assume) and thus would earn higher ratings on an instrument that does not promote the evaluation of creativity. In any case, this result was not found to be a significant predictor of student teacher success in this small study ( $N = 44$ ). Nor was assessed moral reasoning level significantly correlated with Student Teacher success.

Marso & Pigge (1991) found that Myers-Briggs Type Indicator (MBTI) and Rotter’s Locus of Control scores did to some extent predict STP. As is the case with many of these studies, STP was assessed by college supervisors using a form developed by the institution. This study avoided the restriction of range problem researchers risk and some have experienced (e.g., Breiter, 1973) in using institutional assessments of Student Teacher performance. The results of this study indicated, among other findings, that future teachers who were “intuitive” and “feeling” using the MBTI classifications were more likely to have their teaching performance rated higher by university supervisors (p. 5).

In the most recent quantitative study ( $N = 53$ ) on the subject, Daugherty, Logan, Turner, & Compton (2003) investigated the preservice teacher performance prediction utility of three personality assessment instruments: the MBTI, Nowicki-Strickland Locus of Control Scale, and the Torrance Tests of Creative Thinking (Verbal Form). Performance was assessed by supervising teachers using the institution’s performance assessment instrument. “All three Torrance creativity measures were significantly correlated with classroom performance ratings (all  $p$ ’s < .001), but no significant association was observed among personality type and classroom performance, ... or locus of control and classroom performance, ...” (p 160). Most predictive was the Torrance dimension of “originality”, which the authors

noted Torrance conceptualized as specifically related to problem-solving ability, and which is a theme common to many conceptualizations of EI. In Bar-On's (2002) case, problem-solving is assessed in the Adaptability scale.

As described above, not all studies' results are completely supportive of the notion that personality assessments can to some degree predict STP. But how STP data is gathered can have a significant impact on the results in terms of predictive relationships. Breiter's (1973) study of 153 teacher education candidates did not find any relationship between the candidates' scores on the Personality Orientation Inventory (POI) and their performance as measured by the institution's process for evaluating Student Teachers. The author suggests this may have to do with the bi-modal rating pattern exhibited in the Student Teacher evaluation data, which, in turn, she speculated may be due to the type of rater-student relationships driving the candidates' evaluation results.

Evaluation of STP can be a particularly problematic process. Confusion of the formative and summative evaluation roles, the use of part-time evaluators who may not have the training necessary, subjective rating processes, and the "rhetoric of excellence" all conspire to make summative evaluation of Student Teachers an "enduring problem" (Raths & Lyman, 2003).

### *Personality & Teacher Performance*

The literature regarding using personality traits to predict practicing teacher performance is not definitively informative either on the successful use of standardized personality assessment instruments or in terms of measuring performance. While a few studies have been conducted, the results generally discourage one from searching for a link between personality traits and performance for teachers. For example, McCaskill (1995) found a variety of personality types represented in the teaching profession but did not find personality type predictive of success for beginning teachers. In another case, Kraus (2002) used an instrument based on the Five-Factor model of personality but did not find it useful for predicting overall job performance.

Cutchin's (1998) dissertation research was also based on the Five-Factor model of personality. In this study, the NEO Personality Inventory – Revised was administered to 138 high school teachers. The NEO is designed to measure five factors of personality: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness, and a number of subscales for each factor (Research Psychologists Press website, 2004). Performance was measured using student, administrator, and self-ratings. Cutchin found no strong relationship between these dimensions of personality and performance but did find some subscales relevant, some mildly and others more strongly predictive of teacher performance. “Despite the limitations of this study, the data appear to suggest that high-school teachers who are emotionally well-adjusted, who have a somewhat firm demeanor, who are open to alternative ideas and values, and who are well-organized and methodical tend to be rated positively in terms of performance by students, or by high-school administrators, or by the teachers themselves” (Cutchin, 1998, p. 101).

Boyd (2005) used the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) to determine if there was a relationship between EI and behaviors in the classroom. Although she assessed the EI of 80 elementary teachers, only 10 teachers were selected to proceed with the second part of the study on classroom behaviors. Student reports of teacher behaviors generally did not support the hypotheses that teacher EI and classroom behaviors were associated.

A relationship between a teacher's Total EIQ score and the responses obtained by students on the EIR Questionnaire (Gr. 4-6) was noteworthy only for two teachers: one with a low EIQ (many unfavorable student responses) and one with a high EIQ (many favorable student responses). Therefore the results of this study did not indicate a relationship between a teacher's EIQ and students' perceptions of the behaviors associated with emotional intelligence in the classroom for all 10 teachers. At best, the relationship between emotional intelligence and students' perceptions was true for 2 of the 10 teachers or 20% of the time (Boyd, 2005, p. 158).

*Summary of Literature Review*

Taken as a whole, a review of the literature indicates that 1) STP is frequently measured by institutional assessment procedures which typically feature multiple rater observations of classroom performance and an assessment rubric/instrument; 2) Although many personality-based assessment instruments using conceptualizations of personality other than those associated with EI theory have been examined in terms of their ability to predict STP, none have been very useful in this regard; 3) There is a theoretical basis (Holland's theory of Vocational Personalities and Work Environments, 1997) to expect EI assessment instruments may be more useful than other personality assessments to predict STP; 4) The relationship between EI and STP appears not to have been examined yet.

## CHAPTER 3 METHODOLOGY

### *Study Design & Participants*

As stated at the outset, the purpose of this mixed methods study is to determine whether Student Teacher Performance (STP), as measured by a behavior-based performance evaluation process, is associated with Emotional Intelligence (EI), as measured by a personality assessment instrument. All student teaching candidates at a small public Midwestern college who planned to do their student teaching in Spring 2006 were asked to participate in this study in the 2005-06 academic year. Participation was completely voluntary. Participating students completed an EI assessment in Fall 2005, and their performance as Student Teachers was assessed in Spring 2006. Follow up interviews to gain a better understanding of the relationship between EI and STP and any factors that might have an effect on this relationship were conducted with participants whose EI and STP results were among the most extreme outliers.

Of the 66 students invited to participate, 42 (64%) agreed to do so, and 40 (61%) completed the study. One participant did not complete the student teaching experience, and one student did not have usable STP ratings from any of the perspectives on performance taken in this study. The sample was evenly split between traditionally (50%) and non-traditionally (50%) aged students, and it was skewed more toward traditionally aged students than the population sampled. The population sampled was 41% traditionally aged, 59% non-traditionally aged. For the purposes of this study, a participant was considered traditionally aged if he or she was 25 years old or younger at the time of the EI instrument's administration. The gender composition of the sample closely approximated that of the sampled population. Nine (22%) of the participants were male, thirty-one (78%) female. The population sampled was 26% male, 74% female. Racial and ethnic statistics were not collected due to the very low proportions (near zero) of racial and ethnic diversity in the sampled population.

### *Quantitative Component Procedure*

Students were solicited to participate by mail with a follow up email message sent as a reminder. The invitation to participate and informed consent letter appears in Appendix A and the follow up email message in Appendix B. The voluntary nature of this study was emphasized. There were no risks associated with this study. Data were collected in a manner that did not allow individual scores to be identified by name by anyone but the researcher. Once EI and STP data were paired for each participant, names were deleted from the electronic database. Electronic data were kept secure throughout the process on a password protected computer and removable media accessible only to the researcher.

Students completed the EI assessment in November and December of 2005 and the measure of STP was made near the end of the student teaching experience during April and May of 2006. The EI assessment was completed online and the scoring done by the publisher's automated service on a secure server. The results were downloaded as Excel files. STP was measured from three perspectives: the College Supervisor's, the Cooperating Teacher's, and the student's own perspective. The College Supervisor is an employee of the college. In some cases, the College Supervisor is an adjunct faculty member hired for this purpose and in others this individual is a full-time faculty member. Adjunct faculty serving in this role have extensive teaching experience and training in the evaluation of Student Teachers. It is the institution's policy that the College Supervisors make at least four documented extensive observations of the Student Teacher's performance. The Cooperating Teacher, an employee of the district where the teacher candidate is completing his or her student teaching experience, is the person who has observed the candidate the most and who should have the most detailed understanding of the candidate's behaviors and capabilities. The candidates also self-evaluate during College Supervisor visits as part of their learning experience. All three scores were examined for their relationships to assessed EI. The STP ratings from these three perspectives were also correlated to one another to get a sense of the internal validity of the research design. Based on the results of his study, Tanner (1986) warns that

Cooperating Teachers and College Supervisors may provide differing views of Student Teacher performance as Cooperating Teachers may be operating from a “pragmatic” perspective and College Supervisors may tend to view performance from a more theoretical perspective. In this case, the institution allowing the study made an effort to improve inter-rater reliability by providing additional training and supervision of the raters and by using an assessment instrument with behaviorally anchored rating scales.

The primary variables involved in this study are Emotional Intelligence (EI), as captured by a total score on the assessment instrument used, and Student Teacher Performance (STP), as documented in a quantitative total score on the institution’s STP assessment form (attached as Appendix C). The relationships, if any, between the five EI Scales and the five STP categories were also considered. The five EI scales and subsidiary subscales in Bar-On’s (2002) conceptualization are:

Intrapersonal – Emotional self-awareness, assertiveness, self-regard, self-actualization, and independence.

Interpersonal – Interpersonal relationship, social responsibility, and empathy.

Adaptability – Problem solving, reality testing, flexibility.

Stress Management – stress tolerance and impulse control.

General Mood – Happiness and optimism (Bar-On, 2002, p. 3).

The five STP categories in the institution’s STP assessment form are:

General and Liberal Studies – which includes items to assess use in the classroom of an understanding of the topics covered and the skills acquired in a college-level general education program.

Content Area Studies – which includes items relating to use in the classroom of an understanding of concepts covered in one’s major area(s) (e.g., language arts, math, science, and social studies) with an emphasis on presenting the concept areas in depth and in the context of changes in the field and other content areas.

Pedagogical Studies – which includes items relating to teaching methods, from planning activities through delivery techniques to assessment approaches.

Personal Disposition and Professional Integrity – which covers basic work habits as well as personality traits such as patience, considering the perspectives of others, and demonstrating concern for all students.

Professional Development – which features items that relate to how a student accepts feedback and stays involved and current in the profession.

### *Quantitative Component Instruments*

After reviewing technical and other information regarding the five EI assessment instruments available, the BarOn Emotional Quotient Inventory (EQ-i) (Bar-On, 1997) was selected for use in this study. Although the more recently developed Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) has the benefit of measuring EI abilities as opposed to a mix of recalled abilities and traits (Salovey & Grewal, 2005), the BarOn EQ-i has the greatest history of use, has a large normative database, has known validity and reliability, and is the product of over 17 years of extensive use and fairly detailed psychometric research (Bar-On, 2002, p. 4). As stated in the technical manual:

The BarOn EQ-i comprises 133 brief items and employs a five-point response set (ranging from “Not True of Me” to “True of Me”). It takes approximately 30 to 40 minutes to complete the EQ-i, but there are no imposed time limits. The reading level in English has been assessed at the North American sixth grade level, based on the Flesch formula (Flesch, 1948). The BarOn EQ-i is suitable for individuals 16 years of age and older. The assessment renders four validity scale scores, a total EQ score, five composite scale scores, and 15 EQ subscale scores (Bar-On, 2002, p. 3).

The online version of the EQ-i has slightly fewer items (125). It is designed to be interpreted in a manner similar to traditional IQ tests:

EQ-i raw scores are converted into standard scores based on a mean of “100” and a standard deviation of 15 (similar to IQ scores). EQ-i raw scores are of limited value on their own. Converting EQ-i raw scores

to standard scores facilitates comparison of one respondent's scores to the scores of the normative group and, theoretically, the rest of the population. High EQ-i scores (above 100) indicate "emotionally intelligent" people, while lower scores indicate a need to improve "emotional skills" in specific areas (Bar-On, 2002, p. 3).

Each item in the BarOn EQ-i uses a five point scale: 1= Very seldom or Not true of me, 2 = Seldom true of me, 3 = Sometimes true of me, 4 = Often true of me, and 5 = Very often true of me or True of me. The publisher does not permit the reproduction of the entire EQ-i instrument under any conditions, but example items from the EQ-i include the following:

- *I know how to keep calm in difficult situations.*
- *It's hard to say "no" when I want to.*
- *I would stop and help a crying child find his or her parents, even if I had to be somewhere else at the same time.*
- *It's difficult for me to change my opinion about things.*
- *My impulsiveness creates problems.*

The Student Teacher Performance assessment instrument was generated by the institution and it and the overall evaluation process were refined before this study to maximize the reliability and validity of the evaluation process. Major changes included:

- Changing the grading system for student teaching experiences from one based on traditional letter grades to a simple "credit" or "no credit" system. Removing the direct link between STP evaluation scores and grades was expected to facilitate more honest assessments of performance.
- Adding verbiage to correspondence with evaluators emphasizing the necessity of honest feedback to facilitate students' growth and monitoring initial evaluations submitted to be sure they were complete and featured thoughtful responses.

- Dramatically changing the evaluation form from one with relatively few items (the original scoring rubric ranged from 0 to 25 points), which were stated inconsistently and without descriptors for ratings to be assigned, to one with a comprehensive set of performance dimensions (new scores range up to 200 points) with descriptive guidance regarding the differences between ratings.
- Developing items that directly relate to behaviors deemed “best practices” by the profession. To achieve this, the items were drafted based on a review of several sources of information, including the assessment forms used by a variety of other institutions and the Interstate New Teachers Assessment and Support Consortium (INTASC) Principles (Council of Chief State School Officers website, April 2004). The new draft STP assessment form was then reviewed by experienced College Supervisors, changes made and another draft operationalized for one year. Final changes were made based on the year’s evaluation.

On the STP assessment form there are five performance categories and 40 total items (each with a possible score of 1-5 points, with a higher score indicating greater proficiency). A copy of the institution’s STP assessment form appears in Appendix C.

#### *Quantitative Component Data Analysis*

The individual BarOn EQ-i scores, which were computer generated using software developed by the publisher, were provided to the researcher in Microsoft Excel files. The EQ-i scores were loaded into three SPSS files with the performance data from the College Supervisor, Cooperating Teacher, and student self-evaluation in separate files. Performance data was hand entered by the researcher from original evaluation forms and the data double checked for input accuracy. Correlation analyses were performed to discover any statistically significant relationships between EI variables (Total EQ Score, Intrapersonal EQ Scale Score, Interpersonal EQ Scale Score, Stress Management EQ Scale Score, Adaptability EQ Scale Score, and General Mood EQ Scale Score) and the STP variables (General & Liberal Studies STP Rating, Content Area Studies STP Rating, Pedagogical Studies STP Rating, Personal

Dispositions/Integrity STP Rating, Professional Development STP Rating, and Total STP Rating). The Analyze – Correlate – Bivariate feature of SPSS was used to analyze the data. Pearson’s Correlation Coefficient was selected with a two-tailed test of significance as the data was quantitative, continuous, and varied normally in two directions.

#### *Qualitative Component Procedure*

As this study is breaking new ground, there is an interest in more fully understanding other variables which may impact the relationship between EI and STP, confirming the logic of the theoretical lens through which this subject is viewed, and viewing the initial results from a different perspective. Toward this end, the data were plotted on a scatter diagram with the Total EQ Score dimension along the horizontal axis and Total STP Rating from College Supervisor assessments along the vertical. Four clear outliers were identified. The raw individual data was reviewed to determine which participants generated these results and they were contacted to determine if they would be interested in participating in the next phase of the study, the interview. The contact solicitation for the interviews and informed consent appears in Appendix D. The two individuals who chose to participate (representing 50% of the outliers) were interviewed by phone in July and August 2006. The interviews were recorded with the participants’ consent.

#### *Qualitative Component Participants*

Of the four students contacted to participate in an interview, one was male, three female. Two were traditionally aged college students and two non-traditionally aged. None were racial or ethnic minorities. Two non-traditionally aged female students agreed to participate in this part of the study.

#### *Qualitative Component Instrument*

The interview protocol and questions appear in Appendix E. The questions were developed in the hope that participants could:

- 1) Respond in such a way as to confirm or refute the notion that dimensions of personality are important in the student teaching experience, and if so, which personality traits may be relevant; and
- 2) Comment on any confounding factors in the assessment process, including any issues with those performing the evaluations or other factors in their lives while they were student teaching.

#### *Qualitative Component Data Analysis*

The interviews were transcribed verbatim, and the original electronic files were erased to protect the participants' identities. Transcripts were evaluated for themes with an eye toward detecting any information that could more fully explain either the relationship between EI and STP, if any, the nature of other personality-related factors of interest, or issues in assessing STP.

## CHAPTER 4

### RESULTS

In this chapter, a preliminary evaluation of the quantitative data is provided, as are the detailed quantitative results of the study. Quantitative results are organized in terms of hypotheses generated from the initial research questions. Themes discovered from participant interviews are also identified and their origins in the data described.

There was a significant relationship between Emotional Intelligence (EI) and Student Teacher Performance (STP), as assessed by College Supervisors, in general and across many of the variable pairings investigated. Further analysis of the results was complicated by three factors: unusable STP data from the Cooperative Teacher and student sources, unusual outliers in the College Supervisor data, and limited participation in the interview component of the study.

#### *Preliminary Evaluation of the Data*

Each individual EQ score set submitted was checked for validity using the publisher's criteria, which was designed to detect and invalidate submissions where the individual assessed responded with a high degree of inconsistency or in a manner which seemed designed to impart a positive impression. Per Bar-On (2002), an Inconsistency Index of 12 invalidates the submission. The maximum Inconsistency Index found in this study was 10. A Positive Impression Scale greater than two standard deviations, or 30 points, above the sample average invalidates the submission. The sample average Positive Impression Scale was 110.98. Two standard deviations above this figure is 140.98. The maximum Positive Impression Scale score recorded for an individual was 139. Each score set was valid according to these criteria.

The correlations between the College Supervisor, Cooperating Teacher and Student Teacher total STP ratings were significant at the .01 level (Pearson Correlation Coefficients ranged from .612 to .704). Initial review of the data indicated the results of the STP evaluations from the Cooperating Teacher and Student Teacher

perspectives were not useful due to a high degree of obvious response bias, which appeared despite all precautions. For the purposes of this study, questions of response bias were raised when a total STP rating within 5 points of a perfect score of 200 was noted. Although it is possible that some students merit a number of “Distinguished” ratings across the 40 STP assessment items, these were expected to be limited in number given the definitions of this term provided on the STP assessment form (Appendix C):

*“Demonstrates targeted behavior at every opportunity without being reminded.”*

*“Shows an unusual talent for teaching and skills similar to an experienced educator.”*

and the instructions to those completing the assessment:

*“We expect that only about five to ten percent of candidates will demonstrate truly distinguished characteristics in any given category.”*

Using the above instructions as a guide, one would expect to see 2 to 4 participants in this study with a significant number of “Distinguished” ratings. Those rating 196 or above on the STP assessment would have to receive “Distinguished” ratings on nearly all the 40 assessment items, which, given the Student Teacher status of the participants, the definitions of “Distinguished”, and the instructions to raters, would be unlikely for more than a very few participants.

In the case of Cooperating Teacher STP ratings, a final evaluation for one student was not submitted, and 10 of the remaining 40 STP ratings were equal to or greater than 196. The rater bias in Student Teacher ratings of their own STP was somewhat more problematic. Four students did not submit the form in a timely manner, which was puzzling given this was a requirement for successfully completing the student teaching experience, and 8 students gave themselves near perfect ratings (equal to or greater than 196). In both the Cooperating Teacher and Student Teacher cases, there were a significant number of additional student scores approaching this study’s cutoff guideline of 195. One might reasonably conclude extensive response bias is the reason there were no statistically significant relationships discovered

between EI and STP for the Cooperating Teacher and Student Teacher data sets. Consequently, results here are presented in terms of the College Supervisor's perspective and these data were adjusted to eliminate extreme outliers (those scoring 196 or above out of 200). Clearly, rating a Student Teacher as perfect in every category is unreasonable on its face. The 196 level was selected because a non-valid response pattern was suspected upon review of the original data. There is a possibility some raters, not wanting to grant a perfect score, would find it more palatable to check one less-than-perfect response in each of the five STP categories. In some cases the level of rating effort was evident from the manner in which ratings were recorded (e.g., writing a "5" for the first item and then drawing a line down the score blanks for the remaining items in the STP assessment category to indicate general perfection across the board, as opposed to thoughtfully recording a considered rating).

Due to the relatively small sample size, statistical techniques were not used to study the relationships in demographic subgroups (gender, race/ethnicity, or traditionally vs. non-traditionally aged). Generally, "correlational research should have a minimum of thirty subjects" (McMillan & Schumacher, 2001, p. 177).

### *Quantitative Component Results*

With a mean of 101.73 ( $SD = 12.43$ ), this group of participants had Emotional Quotient (EQ) scores at nearly the exact average at which the BarOn EQ-i is normed ( $M = 100$ ). This result was largely consistent across the five EI subscales (Table 1), with one exception. These participants scored appreciably higher than normal on the Interpersonal subscale ( $M = 107.05$ ,  $SD = 12.13$ ). This pattern was still observed even when the five outliers were removed from the data (Table 2).

Table 1  
Descriptive Statistics – Original Data

	Mean	Std Dev	Min	Max
Total EQ Scores	101.73	12.43	71	123
Intrapersonal Scale EQ Scores	101.78	13.03	75	124
Interpersonal Scale EQ Scores	107.05	12.13	68	126
Stress Management Scale EQ Scores	100.60	11.92	74	122
Adaptability Scale EQ Scores	98.13	12.48	74	121
General Mood Scale EQ Scores	103.18	12.52	76	124
General & Liberal Studies Ratings	21.85	2.80	13	25
Content Area Studies Ratings	21.53	2.91	12	25
Pedagogical Studies Ratings	66.63	6.87	42	75
Personal Disp/Integrity Ratings	47.45	3.72	31	50
Professional Development Ratings	22.20	2.90	13	25
Total ST Performance Ratings	179.65	17.62	112	200

$N = 40$

Table 2  
Descriptive Statistics – Adjusted Data  
High-end Performance Ratings ( $\geq 196$ ) Removed

	Mean	Std Dev	Min	Max
Total EQ Scores	101.77	12.89	71	123
Intrapersonal Scale EQ Scores	102.23	13.46	75	124
Interpersonal Scale EQ Scores	106.71	12.56	68	126
Stress Management Scale EQ Scores	100.51	12.43	74	122
Adaptability Scale EQ Scores	97.97	12.82	74	121
General Mood Scale EQ Scores	103.06	12.59	76	124
General & Liberal Studies Ratings	21.40	2.70	13	25
Content Area Studies Ratings	21.06	2.81	12	25
Pedagogical Studies Ratings	65.51	6.63	42	73
Personal Disp/Integrity Ratings	47.09	3.85	31	50
Professional Development Ratings	21.83	2.92	13	25
Total ST Performance Ratings	176.89	17.12	112	195

$N = 35$

Hypotheses generated from the original research questions were:

H1: There is a positive relationship between total EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between total EQ scores and General and Liberal Studies ratings (H1a), Content Area Studies ratings (H1b), Pedagogical Studies ratings (H1c), Personal Disposition and Professional Integrity ratings (H1d), and Professional Development ratings (H1e).

H2: There is a positive relationship between Intrapersonal Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between Intrapersonal Scale EQ scores and General and Liberal Studies ratings (H2a), Content Area Studies ratings (H2b), Pedagogical Studies ratings (H2c), Personal Disposition and Professional Integrity ratings (H2d), and Professional Development ratings (H2e).

H3: There is a positive relationship between Interpersonal Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between Interpersonal Scale EQ scores and General and Liberal Studies ratings (H3a), Content Area Studies ratings (H3b), Pedagogical Studies ratings (H3c), Personal Disposition and Professional Integrity ratings (H3d), and Professional Development ratings (H3e).

H4: There is a positive relationship between Adaptability Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between Adaptability Scale EQ scores and General and Liberal Studies ratings (H4a), Content Area Studies ratings (H4b), Pedagogical Studies ratings (H4c), Personal Disposition and Professional Integrity ratings (H4d), and Professional Development ratings (H4e).

H5: There is a positive relationship between Stress Management Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between Stress Management Scale EQ scores and General and Liberal Studies ratings (H5a), Content Area Studies ratings (H5b), Pedagogical Studies ratings (H5c), Personal Disposition and Professional Integrity ratings (H5d), and Professional Development ratings (H5e).

H6: There is a positive relationship between General Mood Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between General Mood Scale EQ scores and General & Liberal Studies ratings (H6a), Content Area Studies ratings (H6b), Pedagogical Studies ratings (H6c), Personal Disposition and Professional Integrity ratings (H6d), and Professional Development ratings (H6e).

The results for each hypothesis, using data adjusted to remove cases of obviously extreme response bias (STP ratings of 196 and higher), were considered in turn. Pearson Product Moment correlation analysis of the original data developed 10 statistically significant relationships and three that were close to significance at the .05 level. Dropping the extreme outliers resulted in 14 statistically significant relationships. Correlation statistics appear in Tables 3 and 4. Results using adjusted data, based on the perceptions of College Supervisors, were used as the basis for discussion. The term “statistically significant” means significance at least at the .05 level.

Table 3  
Pearson Correlations – Original Data

	Total EQ Scores	Intrapersonal Scale EQ Scores	Interpersonal Scale EQ Scores	Adaptability Scale EQ Scores	Stress Mgmt Scale EQ Scores	General Mood Scale EQ Scores
General & Liberal Studies Ratings	.212	.164	.358*	.166	.114	.138
Content Area Studies Ratings	.205	.155	.371*	.138	.099	.164
Pedagogical Studies Ratings	.325*	.294 (a)	.434**	.252	.151	.308 (a)
Personal Disposition/Integrity Ratings	.416**	.400*	.533**	.264	.240	.358*
Professional Development Ratings	.177	.098	.382*	.122	.113	.082
Total ST Performance Ratings	.311 (a)	.267	.46.3**	.223	.162	.258

$N=40$ , \*=Significant (2-tailed) at  $p < .05$ , \*\*=Significant (2-tailed) at  $p < .01$   
(a) = close to statistical significance at  $p < .05$ .

Table 4  
Pearson Correlations – Adjusted Data  
High-end Performance Ratings ( $\geq 196$ ) Removed

	Total EQ Scores	Intrapersonal Scale EQ Scores	Interpersonal Scale EQ Scores	Adaptability Scale EQ Scores	Stress Mgmt Scale EQ Scores	General Mood Scale EQ Scores
General & Liberal Studies Ratings	.247	.234	.373*	.175	.120	.150
Content Area Studies Ratings	.239	.228	.396*	.133	.099	.177
Pedagogical Studies Ratings	.376*	.387*	.464**	.267	.161	.351*
Personal Disposition/Integrity Ratings	.448**	.456**	.550**	.276	.250	.387*
Professional Development Ratings	.198	.146	.399*	.113	.112	.079
Total ST Performance Ratings	.358*	.352*	.495**	.234	.173	.289

$N=35$ , \*=Significant (2-tailed) at  $p < .05$ , \*\*=Significant (2-tailed) at  $p < .01$

H1 was confirmed by the results. For these participants, there was a statistically significant relationship between total EQ scores and total STP ratings ( $r = .358, p = .035$ ). Statistically significant relationships were also evident between total EQ scores and Pedagogical Studies ratings (H1c,  $r = .376, p = .026$ ) and Personal Disposition ratings (H1d,  $r = .448, p = .007$ ).

H2 was confirmed as a statistically significant relationship was found between the Intrapersonal Scale EQ scores and total STP ratings ( $r = .352, p = .038$ ). As was the case with total EQ, statistically significant relationships were also found between Intrapersonal Scale EQ scores and Pedagogical Studies ratings (H2c,  $r = .387, p = .022$ ) and Personal Disposition ratings (H2d,  $r = .456, p = .006$ ).

The strongest relationships found in this study were the ones between Interpersonal Scale EQ scores and ratings for all five STP categories (H3a-H3e). Pearson's  $r$  was  $.495 (p = .002)$  for the relationship between the Interpersonal Scale EQ scores and total STP ratings (H3). Interpersonal Scale EQ score to STP category relationships ranged from a Pearson  $r$  of  $.373 (p = .027)$  for the relationship between Interpersonal Scale EQ scores and General & Liberal Studies ratings (H3a) to a high of  $r = .550 (p = .001)$  for the relationship with Personal Disposition and Integrity ratings (H3d). Pearson's  $r$  was nearly equal for the relationship between Interpersonal Scale EQ scores and Content Area Studies ratings (H3b,  $r = .396, p = .019$ ) and Professional Development ratings (H3e,  $r = .399, p = .018$ ), and was somewhat higher for the relationship between Pedagogical Studies ratings (H3c,  $r = .464, p = .005$ ).

The hypotheses relating to potential relationships between the Adaptability Scale EQ scores (H4 and H4a-e) and Stress Management Scale EQ scores (H5 and H5a-e) and ratings for the various categories of STP were not supported by the data as no statistically significant relationships were found.

Although the hypothesis regarding General Mood Scale EQ scores and total STP (H6) was not supported, there were statistically significant relationships between General Mood Scale EQ scores and Pedagogical Studies ratings (H6c,  $r = .351$ ,  $p = .038$ ) and Personal Disposition and Integrity ratings (H6d,  $r = .387$ ,  $p = .021$ ).

### *Qualitative Component Results*

The goals for conducting interviews with those Student Teachers whose EQ/STP results were most anomalous in terms of the study's hypotheses were to:

- 1) Provide evidence confirming or refuting the notion that dimensions of personality are important in the student teaching experience, and if so, which personality traits may be relevant; and
- 2) Detect any confounding factors in the assessment process, including any issues with those performing the evaluations or other factors in the participants' lives while they were student teaching.

The transcript of the interview with Participant A appears in Appendix F, and the transcript of the interview with Participant B in Appendix G. For discussion purposes, Participant A is assigned the pseudonym "Alice" and participant B "Barbara." Alice was selected to be interviewed because she had an unusually low Emotional Quotient (EQ) score, but finished her student teaching experience with a higher STP rating than would be expected given the relationship between EQ scores and STP ratings found in this study. At 75, her EQ was the second lowest in the study group (71 was the lowest EQ). On the other hand, Barbara was selected because she had a very high EQ (119, tied for the second highest), and a relatively low STP rating of 148 (the third lowest).

Despite their anomalous results, both participants interviewed reported personality traits necessary for success in student teaching that are consistent with conceptualizations of EI. In both cases, these participants responded to the question regarding what personality types were important in student teaching in a bimodal fashion. That is, although the question was intended to solicit responses regarding

personality traits that cause one to be more effective in the classroom with students, they answered in terms of this intended path of inquiry only after commenting on what aspects of personality were important in terms of interacting well with those evaluating and working with them. In Alice's case, in the context of thinking about working with supervisors and others involved in teaching at her student teaching site, she noted that it was important to be "friendly and flexible" and stated "You also have to have a certain degree of assertiveness. Especially when dealing with outspoken, more pushy type people." When describing important personality traits to be effective in the classroom, she emphasized patience and flexibility. When working with supervisors, Barbara commented on the need to be "outgoing, flexible, willing to listen to others." Her version of flexibility almost seemed to hint at compliance with expectations as opposed to learning:

*I think that you have to be outgoing, flexible, willing to listen to others, and student teaching is hard because it's not your classroom. You're learning and you have to be flexible because there's things that you may not do when you're a teacher that you have to follow what your cooperating teacher is going to do, and you have to be able to be the kind of person that is able to do that for that time being.*

When responding regarding personality traits important when teachers interact with students, Barbara struggled to describe a type of fairness that involved seeing students as individuals, and through fairness and honesty they would be motivated in the learning process:

*Definitely you need to be outgoing, and you need to be fair to all students. You need to be able to be someone who can, I don't think relate is the right word, someone who can see that there's different types of children, and you need to be able to kind of meet the needs of each of those children. I guess just being fair and honest with the students and being able to get them motivated and realize that each child is different and your reaction to one child may be different – may get a different response than it does to another.*

So you have to kind of learn about the children?

*Right. Absolutely.*

Understanding – empathy, understanding where they’re concerned.

*Right.*

The term the researcher supplied was “empathy,” but in hindsight, a better term considering her comments might have been the term both participants used several times and seemed to emphasize as critically important – flexibility. Flexibility is so important in Bar-On’s conceptualization of EI that it has its own subscale within the Adaptability Scale. In Alice’s case, assertiveness seemed to be a critical trait and more context will be provided on this in the next chapter. Assertiveness is a subscale within the Intrapersonal Skills scale in Bar-On’s model. Both interviewed participants commented in ways that emphasized the importance of Interpersonal Skills, perhaps the most obvious trait necessary for teachers in general, and particularly important for those who are being closely evaluated, as is the case for Student Teachers. Given the context of the information gleaned from the interviews, Interpersonal Relationships, a subscale under the Interpersonal Skills category, may be more directly worth investigating. Finally, Barbara’s concept of fairness may be interpreted in part as a sense of social responsibility, a subscale within Bar-On’s Interpersonal Skills Scale.

The interview data themes of Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility were explored further by returning to the data set and calculating Pearson correlations for these subscale scores to investigate if there is a relationship between these personality traits and total and specific aspects of STP. The results appear in Table 5. The results for these subscale score relationships are similar to those corresponding to the full scales. Assertiveness Subscale scores, though associated with Pedagogical Studies and Personal Disposition and Integrity ratings, were not associated with overall STP ratings. The Interpersonal Relationships Subscale scores were not associated with General and Liberal Studies and Professional Development ratings, while Social Responsibility Subscale scores were not associated with Content Area Studies ratings. Both Interpersonal Relationships and Social Responsibilities Subscale scores are elements of the Interpersonal Scale, which had

statistically significant relationships with total, and all subcategories of, STP. This indicates there is richness to this full scale that provides more explanatory power than its elements. As was the case with the full Adaptability Scale, the Flexibility Subscale scores were not associated with any aspect of STP.

Table 5  
Pearson Correlations – Adjusted Data  
High-end Performance Ratings ( $\geq 196$ ) Removed  
EI Subscales of Interest Based on Interviews

	Assertiveness Subscale Scores	Interpersonal Relationships Subscale Scores	Social Responsibility Subscale Scores	Flexibility Subscale Scores
General & Liberal Studies Ratings	.162	.307	.371*	.173
Content Area Studies Ratings	.117	.358*	.304	.077
Pedagogical Studies Ratings	.337*	.464**	.343*	.233
Personal Disposition/Integrity Ratings	.418*	.481**	.488**	.176
Professional Development Ratings	-.007	.294	.374*	-.016
Total ST Performance Ratings	.268	.445**	.414*	.167

$N=35$ , \*=Significant (2-tailed) at  $p < .05$ , \*\*=Significant (2-tailed) at  $p < .01$

Both participants were informative in terms of noting areas of weakness regarding the institution's assessment of STP. The College Supervisors' perspectives ended up being the only useful ones for this study. When asked if she believed the College Supervisor's assessment of her performance was accurate, Alice replied:

*I think "no" because he didn't see me that often.*

He didn't see you that often?

*No. He would see me ... basically he did only two evaluations during my first assignment and the two evaluations during my second assignment. I think it was hard for him to gauge my actual teaching strengths with only watching me for twenty-thirty minute periods.*

When asked a similar question, Barbara indicated the overall assessment of her STP was “fair,” particularly from her Cooperating Teacher’s perspective, then regarding the College Supervisor’s assessment she replied:

*He did four. And I don’t know if that’s normal. It just didn’t feel like I had a lot of contact with him. It seemed like no matter what went on in the classroom, the evaluations were going to be the same. You know I didn’t get a lot of constructive criticism, everything was always good, which was good on my part, but I was kind of looking for a little more as far as, I knew that I wasn’t doing a great job, I was doing the best job possible, but I wanted to hear what, from an experienced teacher, what I could do better.*

And you feel that you did not get that from him?

*No, not really. Everything was always good, which is good to hear, but I know that there’s tips that I probably could have been given.*

Barbara’s comments about getting nothing but good comments from her College Supervisor are ironic because she was selected to be interviewed as a result of her unusually low STP rating. It is easy to see the cause for concern in her case as her Cooperating Teacher gave her an STP rating of 179, compared to the rating of 148 from her College Supervisor. Alice had the opposite experience. In her case she felt the Cooperating Teacher’s rating was the one which was problematic:

*She had an emergency medical procedure, like she was there one day; the next day she was hospitalized. And so she really didn’t get to see almost two weeks of my teaching out of the eight weeks I was there. She was there for transitioning; I began just taking subjects then eventually the full day and so she was “from what I saw, you did fine.” The second one I don’t know from my final one basically from her, she*

*actually graded me worse than what she did on the first one. But then she was giving me raving reviews. The second one was really hard to understand, because even she said it was difficult with her being gone so long to give a true account of my abilities.*

### *Summary of the Results*

The results of this study indicate that Emotional intelligence (EI) and College Supervisors' assessment of Student Teacher Performance (STP) are associated. Data collected from the Cooperating Teacher and Student Teacher perspectives did not reveal any statistically significant relationship for any EQ/STP pairing studied. While Total EQ scores and scores for the Intrapersonal, Interpersonal, and General Mood Scales have an association with two or more individual aspects of STP, the Stress Management and Adaptability Scales did not have any statistically significant relationships with any aspect of STP. Results of the two interviews conducted revealed the complexity surrounding assessment of performance for student teachers, and four themes which fall within the following analogous EQ-i subscales: Assertiveness, Interpersonal Relationships, Social Responsibility, and Flexibility.

## CHAPTER 5

### CONCLUSIONS

In this chapter, this study's research approach is revisited and findings are discussed. The study's limitations and implications for future practice are also considered.

#### *Summary of Research Approach*

This study's primary research question was whether there is a relationship between Emotional Intelligence (EI), as measured by the BarOn EQ-i, and Student Teacher Performance (STP), or any of its subcategories, as measured by the selected institution's Student Teacher evaluation process. Secondary questions were:

1. Is there a relationship between reported intrapersonal skills and traits, as measured by the Intrapersonal EQ-i Scale, and STP or performance in any STP category measured by the institution's Student Teaching Evaluation process (General & Liberal Studies, Content Area Studies, Pedagogical Studies, Personal Disposition and Professional Integrity, and Professional Development)?
2. Is there a relationship between interpersonal skills and traits, as measured by the Interpersonal EQ-i Scale, and STP or performance in any STP category?
3. Is there a relationship between adaptability skills and traits, as measured by the Adaptability EQ-i Scale, and STP or performance in any STP category?
4. Is there a relationship between stress management skills and traits, as measured by the Stress Management EQ-i Scale, and STP or performance in any STP category?
5. Is there a relationship between one's general mood, as measured by the General Mood EQ-i Scale, and performance in any STP category?

Given Holland's (1997) Theory of Vocational Personalities and Work Environment, a positive relationship was hypothesized between EQ scores for all facets of EI and performance ratings for each category of STP.

All student teaching candidates at a small public Midwestern college who planned to do their student teaching in Spring 2006 were asked to participate in this study. Participation was completely voluntary. Participating students completed an EI assessment, the BarOn EQ-I, in the Fall and had their performance as Student Teachers assessed the following Spring using the institution's Student Teacher assessment protocol and instrument (the STP assessment form included in Appendix C). Forty-two students agreed to participate, and 40 students completed the study ( $N = 40$ ). EQ scores and ratings of STP were correlated to determine the significance of their relationships, if any. Four participants whose EQ and STP results were among the most extreme outliers were contacted for follow up interviews to gain a better understanding of the relationship between EI and STP and any factors that might have an effect on this relationship. Two individuals agreed to participate.

### *Discussion of Findings*

The results of this study are exciting, and they break new ground. This appears to be the first personality trait association with STP study to use the BarOn EQ-i as an instrument, and it also appears to be the first study to find statistically significant results in terms of an association between multiple EI-related personality traits and perceived performance for Student Teachers. As noted in Chapter 2, previous studies using other personality assessment instruments generally found no, or fairly weak, statistically significant correlations. Findings are discussed in terms of hypotheses generated from the original research questions.

H1: There is a positive relationship between total EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between total EQ scores and General and Liberal Studies ratings (H1a), Content Area Studies ratings (H1b), Pedagogical Studies ratings (H1c), Personal Disposition and Professional Integrity ratings (H1d), and Professional Development ratings (H1e).

Total EQ scores were significantly and positively correlated with Pedagogical Studies ratings, Personal Disposition and Integrity ratings, and total STP

ratings. This finding is consistent with typical views of teaching as a profession. These views are effectively summarized by Boyd (2005): “Teaching is an emotional practice (Hargreaves, 1998) and teachers invest their emotions in varying degrees every day. Effective teachers care about their students and ensure that students feel the caring and support (Strong, 2002, Noddings, 1992)” (p. 165). The lack of significant relationships between total EQ scores and General and Liberal Studies ratings and Content Area Studies ratings is most likely a result of the institution’s assessment in these areas being focused on more mechanical, as opposed to emotional, aspects of teaching, as measured by items like “*Integrates related aspects of other content areas into lessons.*”

The behaviors assessed in the Professional Development area represent a commitment by the student teacher to continue to develop and improve his or her skills. All of the STP items in this area should be directly related to the EI trait of social responsibility, and four of the five items assess interpersonal behaviors as mechanisms for self-improvement (e.g., the item “*Pursues opportunities to have conversations with other professionals regarding the profession*”). Consequently, it is odd that total EQ scores and Professional Development scores had the lowest correlation coefficient, which was not statistically significant, for all total EQ/STP variable pairings. Given social responsibility and interpersonal skills are more directly assessed in the Interpersonal EQ Scale, one would predict a statistically significant relationship for H3e, which was the case.

H2: There is a positive relationship between Intrapersonal Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between Intrapersonal Scale EQ scores and General and Liberal Studies ratings (H2a), Content Area Studies ratings (H2b), Pedagogical Studies ratings (H2c), Personal Disposition and Professional Integrity ratings (H2d), and Professional Development ratings (H2e).

Positive statistically significant relationships were found between Intrapersonal EQ scores and STP ratings in the areas of Pedagogical Studies, Personal Disposition and Integrity, and total STP. This result is the same pattern found for total EQ/STP variable pairings. The Intrapersonal Scale is designed to assess traits in the areas of Emotional Self-Awareness, Assertiveness, Self-Regard, Self-Actualization, and Independence (Bar-On, 2002). Although the interview data is limited, as interviews were designed only to understand the different perspective gained from outliers (two participants were interviewed), assertiveness emerged as a relevant theme for one participant.

Although generalizing from one person's experience is inadvisable, Alice provided an interesting anecdote during her interview. While it was unfortunate for her to experience, her description of her student teaching experience provides a bit more potential evidence for the case for personality assessment of student teachers, particularly in the area of Intrapersonal skills. Alice recalled having full charge of her classroom while her Cooperating Teacher was away on emergency medical leave and having to deal with "butting heads" with two associates (in some districts called Teacher Aides) who were not taking direction and were gossiping about her. The situation degenerated to the point where:

*I had to even involve my cooperating supervisor from the college. And so that played a big role in it because he finally told me that I'm going to have to step up and I'm going to have to say "No, this isn't acceptable, this isn't appropriate" but yet I had trouble finding it within myself to actually sit there and actually say I don't appreciate the talk, I don't appreciate the gossip.*

...

*And so that kind of made it rough on me as far as having to report them. Of course the regular teacher was out so she really couldn't do anything about it and it was kind of weird because even some of the substitutes keeping watch over me would sometimes complain about these two associates. But they really felt that it was their place, they*

*ran the room, and the teacher, when she came back from her medical leave, I explained a few of the situations to her. Basically she was like “Oh, well, I still have to work with these people. I’m sorry it happened. We just need to go on.” She didn’t really want to hear what happened.*

Alice missed two opportunities to be assertive, first with the Classroom Associates, then with her Cooperating Teacher. Why?

*And so then my cooperative supervisor then from the college would say “why didn’t you say anything” and I guess I just couldn’t find it in me. It’s like I’m here as a guest. These people were kind of bold and overpowering for my personality so that played a big influence. She even told me at the end between him and I, I don’t know if he actually wrote it in the report, and when I get my own room if I have associates like this I need to speak up and I need to be able to handle them. He said that will probably be very difficult with my personality.*

What about your personality?

*Just because I’m more I guess, well, the way I was in the classroom, I would be thinking what I want to say like “Oh, you can’t do that” or “Oh, I’m in charge here” just be more firm with them is what we needed to be done or what we needed to do and I felt more like a guest and I’m more meek and mild and not really outspoken.*

*And so that probably led to more problems because here they would be talking about me and we had like a wall and we would actually be hearing this and they would think I wouldn’t be hearing because I went to another room and instead of confronting them or saying something to them it would just eat at me inside and just try to blow it off even though ... or pretend that I’m blowing it off.*

*So that’s my personality, I guess. It was a problem; it did play an important factor.*

At 72, Alice's EI Assertiveness Subscale EQ score was nearly two standard deviations below the average for the population. She was tied for the lowest score in the participant group for this study. Could her lack of assertive behaviors have been predicted and useful tools, such as confrontation scripts and role playing exercises, have been provided in advance of her having this negative experience? Certainly this is an area ripe for further research.

H3: There is a positive relationship between Interpersonal Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between Interpersonal Scale EQ scores and General and Liberal Studies ratings (H3a), Content Area Studies ratings (H3b), Pedagogical Studies ratings (H3c), Personal Disposition and Professional Integrity ratings (H3d), and Professional Development ratings (H3e).

The statistically significant correlations between Interpersonal Scale EQ scores and each of the various measures of STP were the least surprising findings, as these relationships are directly consistent with Holland's (1997) theoretical view of the teaching profession as attractive to "Social Types," who have a strong interest in helping others develop and are motivated by a high degree of responsibility to build positive relationships, through empathy and other traits, to achieve this end. In Baron's (2002) conceptualization of Interpersonal Skills, the key subscales are Interpersonal Relationships, Social Responsibility, and Empathy, some of the very factors Holland expected to see exhibited by teachers. Correlations were highest for the Personal Dispositions and Integrity and Pedagogical Studies areas because these areas of the institution's assessment instrument and process involved the assessment of relationship building skills, social responsibility and empathy. Example items from the Personal Dispositions and Integrity and Pedagogical Studies areas of the STP assessment form (Appendix C):

Relationship Building skills:

*Works in a cooperative manner and maintains positive relationships.*

Social Responsibility:

*Demonstrates a genuine concern for the development of all students.*

Empathy:

*Demonstrates awareness of and responsiveness to individual and environmental obstacles to learning.*

The Pearson correlations for the Interpersonal EQ scores and STP variable pairings were the highest found in the study. Given each pairing's statistical significance, the BarOn EQ-i Interpersonal EQ Scale is the most effective measure of traits which drive eventual behaviors that appear necessary for student teaching, at least in the view of College Supervisors working for the institution participating in the study.

The Adaptability and Stress Management Scales measure similar traits and are together considered here.

H4: There is a positive relationship between Adaptability Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between Adaptability Scale EQ scores and General and Liberal Studies ratings (H4a), Content Area Studies ratings (H4b), Pedagogical Studies ratings (H4c), Personal Disposition and Professional Integrity ratings (H4d), and Professional Development ratings (H4e).

H5: There is a positive relationship between Stress Management Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between Stress Management Scale EQ scores and General and Liberal Studies ratings (H5a), Content Area Studies ratings (H5b), Pedagogical Studies ratings (H5c), Personal Disposition and Professional Integrity ratings (H5d), and Professional Development ratings (H5e).

A surprising discovery was that the Stress Management and Adaptability Scale scores were not significantly correlated with total or any aspect of STP. Possessing these traits and behaviors should be a growing necessity given stressful conditions in public schools. Some authors (e.g., Graziano, 2005) have cited government statistics

indicating that teacher attrition, once thought to be a matter of low salary, is more directly related to lack of administrative support and working conditions:

Many of these reasons are just euphemisms for one of the profession's hardest realities: Teaching can exact a considerable emotional toll. I don't know of any other professionals who have to break up fistfights, as I did, as a matter of course, or who find razor blades left on their chair, or who feel personally responsible because students in tenth-grade English class are reading at the sixth-grade level or lower and are failing hopelessly (Graziano, 2005, p. 41).

In this study of Student Teachers, however, individual stress management and flexibility traits and behaviors may not have been significantly linked to performance because, for much of their training experience, Student Teachers were directly supported in their efforts by Cooperating Teachers who often told them how to behave. They were not expected to show a high degree of flexibility in terms of what they committed to do for their supervisors. This was certainly the case for the second participant interviewed. Barbara commented:

*You're learning and you have to be flexible because there's things that you may not do when you're a teacher that you have to follow what your cooperating teacher is going to do, and you have to be able to be the kind of person that is able to do that for that time being.*

Here, what Barbara describes as flexibility may in fact be so, but it would not be a behavior observed by her supervisors. They would simply see her conforming to their expectations. Consequently, given Graziano's (2005) observations, these scales may be more relevant in studies of practicing teachers.

H6: There is a positive relationship between General Mood Scale EQ scores and STP ratings.

Subsidiary hypotheses include: There is a positive relationship between General Mood Scale EQ scores and General & Liberal Studies ratings (H6a), Content Area Studies ratings (H6b), Pedagogical Studies ratings

(H6c), Personal Disposition and Professional Integrity ratings (H6d), and Professional Development ratings (H6e).

The General Mood Scale scores were found to be significantly correlated to two STP areas: Pedagogical Studies and Personal Dispositions and Integrity. The General Mood Scale includes two areas, Happiness and Optimism. It makes sense that happy, optimistic people come across better during the process of teaching. Everyone has been subjected to a presentation by someone who lacked enthusiasm for the subject. A lack of enthusiasm can directly lead to negative perceptions regarding the person's abilities in the classroom. Optimism comes into play directly when professional dispositions are assessed in student-supervisor conversations. In fact, it is in these conversations that the candidate's terminal career interest is assessed with the following STP assessment form item:

*Demonstrates/describes motivation to succeed as a professional educator.*

What was somewhat surprising is that STP Professional Development ratings were not correlated with General Mood scores. A key feature of this aspect of student teacher assessment, as operationalized by the institution involved in this study, is how well the candidate attends to feedback. One might assume that more positive, optimistic individuals have a greater capacity to be at least perceived as being interested in making use of feedback and trying new approaches and suggestions. The lack of significant correlation for this relationship pair may be a consequence of other items in the STP assessment form that are more difficult to assess, such as:

*Continues to read relevant professional literature while student teaching.*

Supervisors may have been giving student teachers the benefit of the doubt on questions like the above, obscuring any real relationship between the variables.

One particularly interesting case came to light during the analysis of the data. One student who started the study but was not able to complete it was terminated in the middle of the student teaching experience for poor performance. Poor performance in this instance was defined as an unfortunate use of extreme language in attempts to gain control over students. At first glance, the individual's EQ score might have predicted success in student teaching. At 120, he had the second highest EQ

score (123 was the highest). On further investigation, a relatively low Impulse Control score of 93 was noted, but very high scores in Mood (123, nearly tied for the highest which was 124), Interpersonal (again, second highest at 123, 124 being the highest), and Optimism (highest at 124). Not much of an intuitive leap is required to imagine a person with a very positive outlook on life, and lower barriers to acting on impulse than average, feeling comfortable with “over-sharing” or “extreme-talking” (adjectives used in reference to this student) while standing in front of a class. If the initial EI assessment results were available to the institution’s Placement Director and this student’s faculty mentors, they could have explored what he would be likely to share in moments of enthusiasm and perhaps presented some timely guidance or behavior management mechanisms in advance of failure in the classroom.

### *Limitations*

Internal validity suffered from extreme response bias from two sources of data (Cooperating Teachers and Student Teachers). Consequently, the results are based on perceptions from just one perspective of STP, that of the College Supervisors. Future study designs may be more successful in gathering multiple perspectives and measuring actual performance more objectively. The other limitations of this study are the homogeneous nature of the population studied and the small sample size. The population studied consisted of a mix of traditionally and non-traditionally aged students in a teacher education program at a small Midwestern public college who, as a group, despite gender diversity, were extremely homogeneous across other measures of diversity. Readers should consider the generalizability of the results in this context.

### *Implications for Practice*

Understanding the link between EI and STP, assuming this link is confirmed and explored further in future studies, can provide a variety of benefits. Teacher preparation programs would have a new tool to assess candidate dispositions to conform to professional accreditation requirements and provide guidance during the admission process and to individual candidates during their programs of study (as

might have been beneficial in the case of the student whose student teaching experience was terminated). Those with low EI scores may be counseled that they may find the preparation activities, and eventually a career teaching, particularly challenging. Teacher preparation program administrators may decide to develop and test programs to enhance EI and develop related skills so that all students may benefit. Eventually, EI scores may become part of a more comprehensive predictive model describing the probability of success in student teaching and in the early career stage. In the former case, EI assessment, as one of a number of data collection approaches, may be used in candidate admission decisions. In the latter instance, this would be a benefit to large school districts looking for more cost effective ways to identify the best candidates to interview.

There is certainly evidence large school districts may be developing an interest in the efficient screening utility of personality-based assessment instruments, particularly those which are offered online and electronically scored and reported (Keller, 2004). In his review of the literature, Cherniss (2000) found the EI-based screening techniques have been successful in the corporate world. It is important to stress, however, that EI assessment should never account for more than a portion of the screening decision for either teacher preparation program entry or professional employment as personality tests have never been found to be infallible predictors of human behavior and performance, and the risk of developing a less diverse teaching community, in terms of dispositions, is too great (Maylone, 2002). Most would agree that developing standards for a profession, particularly one as important to society as teaching, should be a thoughtful process. Maylone offers a list of 21 key questions to be addressed as those involved in educating teacher candidates develop policies regarding candidate dispositions. As these may be particularly useful to the practitioner, they are provided in Appendix H. He also encourages those involved in policy development to consider questions of timing (e.g., when should dispositions be assessed and how often?) and influence (e.g., do we purposefully influence candidate dispositions during their course of study?) (Maylone, 2002, p. 22).

Should further research confirm that EI is predictive of success in the classroom, and that it can be fostered in teacher candidates, EI programming should be developed to enhance teacher candidates' EI traits and skills. Cherniss (2000) found the literature supportive of EI-type interventions changing behaviors in the workplace across a range of occupations, and there is evidence that teacher candidates' moral dispositions can be influenced through programmatic interventions, such as comprehensive reflection-on-experience exercises (Yost, 1997), and their empathetic skills and abilities by relational empathy programming (Black & Phillips, 1982). Reflective exercises form the backbone of EI development programming, as the key to developing EI is first being trained to practice one element of it – self-awareness (Weisinger, 1998, p. 4).

#### *Recommendations for Future Research*

The primary recommendation for future research involves continuing along the path only partially cleared by this study. Larger studies, with more diverse participants sampled from a wider variety of institutions should be developed. Differences between elementary and secondary Student Teachers should be explored, other moderating and mediating variables should be identified, and progress made toward developing more predictive equations. Study designs with more objective measures of performance and the use of other EI assessment instruments should be considered as well. In this study, the BarOn EQ-i was used because it is well established and Bar-On's (2002) conceptualization of EI lent itself a bit more to this occupational category than the Mayer & Salovey (1997) and Goleman (1995) models. However, other established instruments, such as the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), which is published by Multi-Health Systems, or the Emotional Competence Inventory (ECI), which is published by the Hay Group, should be considered for use in future research and the results compared to those generated by the BarOn EQ-i.

One must be cautious and not make too much out of the two special cases presented in the Discussion section, but there is an intriguing possibility to be explored

here. Can patterns in individual BarOn EQ-i data be used to screen out or flag for further guidance those prone to extreme behavior or who need additional mentoring in a specific behavioral area? A great deal of further research and investigation would need to be conducted before most would be comfortable with using the word “maybe” regarding this possibility. Still, this is an intriguing avenue worth exploring further.

EI research should be extended more fully into the study of inservice teacher performance. The few studies conducted to date show mixed results, but methodologies should be developed to answer the question more definitively. For example, the BarOn EQ-i shows promise given the results of this study, therefore future studies of inservice teachers should make use of this instrument. Larger samples of inservice teachers should also be employed. Finally, given the concern about new teacher attrition rates raised earlier, future studies should examine the association, if any, between EI and new teacher persistence. In their review of the relevant research, Matthews, Zeidner & Roberts (2002) concluded “EI has been shown to be related to occupational satisfaction, commitment and competence,” although the strength of these relationships varies by profession studied (p. 483).

### *Conclusion*

This study provides some evidence that Emotional Intelligence may eventually be a useful conceptual tool to predict Student Teacher Performance, and perhaps ultimately to inform the selection and preparation of tomorrow’s educators. Although constructs similar to EI have been around for significantly longer than recent interest, it is this researcher’s hope, given the events of the early 21<sup>st</sup> century, that this is just the beginning of a new era of research in this direction. It is not unreasonable to wonder if humanity’s salvation lies in the conscious development of emotional self-mastery and interpersonal skills, particularly in the form of Bar-On’s (2002) conceptualization (e.g., Interpersonal Relationships, Social Responsibility, and Empathy). Should developing these skills evolve to be a priority for society, the process might begin with the teaching profession taking the lead.

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APPENDIX A  
PARTICIPANT CONTACT LETTER AND INFORMED CONSENT

(PLACED ON UNIVERSITY LETTERHEAD)

November 18, 2005

Dear \_\_\_\_\_:

I am a doctoral student with the Educational Administration Department at the University of Nebraska – Lincoln. I am currently conducting a research study on whether or not Emotional Intelligence (EI), as measured by a personality questionnaire, predicts student teacher performance. If a significant and meaningful link is established between EI and student teacher performance, leaders in teacher preparation programs may be able to identify those for whom teaching is a good “fit” and/or redevelop their programs to enhance the development of EI traits. It is my hope that you, as a student preparing to student teach in Spring 2006, will participate in my study. Participation involves:

- Completing the BarOn EQ-i Emotional Intelligence questionnaire online. You simply log into the website at [www.eistudy.spsbobcats.com](http://www.eistudy.spsbobcats.com) and confirm your consent to be part of the study. You will then be forwarded to the website where the questionnaire is located. Enter this group number and password to access the questionnaire: **group number: “3540-001-001” password: “bobcat”**. There are 125 items and some general demographic questions. It generally takes about 15-20 minutes to complete the questionnaire. As with any personality test, it is important that you answer honestly and thoughtfully those questions you choose to answer. You need not answer all the questions and you may choose not to complete the questionnaire at any time. Your name will be collected at this point in the study for the sole purpose of eventually matching your EI results to your student teacher evaluations. **Be sure to enter your name.** No one other than me will know who is participating in the study.
- Allowing me to secure from Dr. Jodi Kupper, Dean of the School of Education and Graduate Studies at \_\_\_\_ State College, the final results of your student teacher evaluations prepared by yourself, your cooperating teacher, and your college supervisor. Once your EI results and teaching evaluation scores are matched, your name will be deleted from the data records. In the meantime, your name and EI scores will be kept on a separate, non-networked computer in password protected files. Absolutely no one but me will have access to your results. You may choose to drop out of the study before this point should you decide. You simply email me to do so.

- Potentially participating in a brief (approximately 30 minute) interview, should you choose. Again participation is voluntary. Only a small number of study participants will be contacted by email for an interview. Should you wish to participate, you simply respond to the email to arrange a time for a phone interview.

There are no known risks associated with this study. Your participation is strictly voluntary and your responses are confidential. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators, the University of Nebraska-Lincoln, or the School of Education and Graduate Studies at \_\_\_\_\_ State College. Your decision will not result in any loss of benefits to which you are otherwise entitled.

You may withdraw from the study at any time by simply not completing the EI survey, or by emailing me at [tdrew@oakmail.peru.edu](mailto:tdrew@oakmail.peru.edu). I will use the results of this study to prepare my dissertation and may make presentations or publish the results in other ways. Your participation is anonymous and at no time will your individual results be shared in any identifiable way. Should you be interested in learning your EI results, you may email me at any time after the project's completion in June 2006. Accessing the EI website and completing the survey will indicate your consent to participate in this study.

You have the right to ask questions and get answers. If you have any questions, comments, or concerns about this study, you may contact my advisor, Dr. Larry Dlugosh, Department Chair – Educational Administration at UNL at (402) 472-0925 or [ldlugosh1@unl.edu](mailto:ldlugosh1@unl.edu) or myself, Todd Drew at (402) 872-2394 or [tdrew@oakmail.peru.edu](mailto:tdrew@oakmail.peru.edu). If you have any questions about your rights as a research participant that have not been answered by the investigator or to report any concerns about the study, you may contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402) 472-6965. This study's IRB number is 2005-11-082 EP and you may refer to its title: The Relationship Between Emotional Intelligence and Student Teacher Performance: An Exploratory Study.

Your participation in this study will help build a better understanding of how we can maximize the chances of a student teacher's success. I sincerely appreciate your consideration of this request. I know your time is valuable, especially as the holidays approach. Should you choose to complete the EI questionnaire by the deadline below, it will be my pleasure to send you a small token of appreciation (a \$15 gift certificate to Best Buy Online – get a CD on me!).

Sincerely,

Todd L. Drew  
Principal Investigator, EI Research Study

*Please log on and complete your  
questionnaire no later than  
December 12<sup>th</sup>!*  
[www.eistudy.spsbobcats.com](http://www.eistudy.spsbobcats.com)  
Code #: 3540-001-001  
Password: bobcat

APPENDIX B  
PARTICIPANT CONTACT FOLLOW UP EMAIL MESSAGE

Hello!

I hope your semester is going well! I know you are busy, but I am following up to remind you that if you are interested in participating in my research study "The Relationship Between Emotional Intelligence and Student Teacher Performance: An Exploratory Study" (University of Nebraska - Lincoln IRB #2005-11-082 EP), there's still time to login and complete the questionnaire. You can complete the survey on any computer with Internet access. It takes about 15-20 minutes to complete. Those completing the questionnaire by December 12th will receive a \$15 gift certificate to Best Buy Online (these are mailed to you the day you complete the questionnaire). Participation is completely voluntary.

To begin the questionnaire, click on the link or just copy and paste the following address into your web browser's address bar:

[www.eistudy.spsbobcats.com](http://www.eistudy.spsbobcats.com)

Enter the following to get started:

Code Number: 3540-001-001

Password: bobcat

APPENDIX C  
STUDENT TEACHER PERFORMANCE ASSESSMENT FORM

\_\_\_\_\_ State College  
**School of Education and Graduate Studies**  
**Student Teaching Evaluation**

Student teaching is recognized as the capstone experience for teacher candidates. In a supervised setting, candidates will accept greater responsibilities and eventually become beginning classroom teachers. The teacher education program at \_\_\_\_\_ State College is designed to develop teacher candidates who will be exemplary educators and reflective decision makers. Only through a careful performance analysis and evaluation process can the candidates reflect upon their own actions and the actions of others to improve their knowledge, skills, and dispositions. This evaluation form focuses on five areas identified by the School of Education and Graduate Studies as the key components of the conceptual framework for the teacher education unit. The numbered items in each area are the standards that comprise the conceptual framework.

**As you fill out the form, please keep in mind that most student teachers start out with a combination of emerging or intermediate skills and gradually progress to a combination of intermediate and proficient skills. We expect that only about five to ten percent of candidates will demonstrate truly distinguished characteristics in any given category.**

**Please be candid; the evaluation should provide an accurate assessment, not necessarily encouragement. The ratings below are not used to assign a letter grade, but instead are used to provide honest feedback to assist in the candidate's development.**

\_\_\_\_\_  
**Name of Student Teacher / Teacher Candidate**

\_\_\_\_\_  
**Grade Level / Content Area**

<b>1 - Novice</b>	<b>2 - Emerging</b>	<b>3 - Intermediate</b>	<b>4 - Proficient</b>	<b>5 - Distinguished</b>
Rarely exhibits or does not exhibit targeted behavior.	Periodically demonstrates targeted behavior, often tentatively.	Frequently demonstrates targeted behaviors, sometimes requires guidance or direction.	Demonstrates targeted behavior at nearly every opportunity, generally without being reminded.	Demonstrates targeted behavior at every opportunity without being reminded.
Needs constant feedback. Relatively Insecure. Not ready for unsupervised classroom performance.	Needs frequent feedback but shows signs of developing confidence.	Fairly confident and classroom ready but may need periodic guidance.	Confident and completely classroom ready. Independently capable.	Shows an unusual talent for teaching and skills similar to an experienced educator.

**General and Liberal Studies**

- |   |
|---|
| 1.1.1 The teacher candidate studies literature, social science, natural science and fine arts in a diverse society. |
| 1.1.2 The teacher candidate acquires strong oral, written, computation, and computer skills.                        |
| 1.1.3 The teacher candidate understands wellness and physical education in a diverse society.                       |

<i>The teacher candidate should demonstrate the following behaviors in an effort to reach all students:</i>	<b>Rating</b>
• uses examples based on an understanding of science & culture(s) to make lessons more meaningful.	

• presents and writes clearly and professionally.	
• presents mathematical lessons and/or numerical information confidently and accurately.	
• uses computers to support instructional efforts knowledgeably and effectively.	
• demonstrates concern for the health and well-being of all students.	
<b>Subtotal</b>	25

### Content Area Studies

1.2.1 The teacher candidate understands the interrelatedness of all content areas and the significance of literacy and diversity across the curriculum.
1.2.2 The teacher candidate identifies, selects and evaluates appropriate resources to support a coherent lesson sequence in his/her content area.
1.2.3 The teacher candidate understands the evolving nature of theory and research in his/her content area.

<i>The teacher candidate should demonstrate the following behaviors in an effort to reach all students:</i>	<b>Rating</b>
• presents the central concepts of the content area(s) knowledgeably and in sufficient depth.	
• integrates professional knowledge and research into lesson planning within the content area(s).	
• integrates related aspects of other content areas into lessons.	
• communicates the evolving nature of the content area(s) to students.	
• provides opportunities for students to develop general and content area literacy.	
<b>Subtotal</b>	25

### Pedagogical Studies

1.3.1 The teacher candidate understands human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.
1.3.2 The teacher candidate designs classroom experiences that develop critical, creative, and independent thinking, respect, safety and well-being to meet the needs of all students.
1.3.3 The teacher candidate understands standards-based curriculum, research, technology resources, and diversity's role in curriculum development, planning and implementation.
1.3.4 The teacher candidate designs and teaches lessons that integrate general content and technological, professional, and pedagogical knowledge to meet the needs of all students.
1.3.5 The teacher candidate designs and implements a variety of techniques to assess and improve instructional learning.
1.3.6 The teacher candidate demonstrates effective verbal, nonverbal, written and media communications for fostering inquiry, collaboration, and supportive interactions.

<i>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</i>	<b>Rating</b>
• plans and delivers developmentally appropriate lessons.	
• delivers lessons that reflect an understanding of learning theories.	
• utilizes multiple instructional approaches to accommodate different learning styles.	
• uses techniques that motivate students.	
• provides activities and lessons that foster the development of creativity and critical thinking skills.	
• provides activities and lessons that foster the development of respect for others.	
• provides effective introduction, presentation, and closure in implementation of lessons and/or units.	
• delivers lessons at an appropriate pace.	
• encourages the appropriate amount of participation and interaction within the class.	
• utilizes positive, productive, and developmental classroom management techniques.	

• demonstrates awareness of and responsiveness to individual and environmental obstacles to learning.	
• communicates effectively (providing instructions, questioning, checking for understanding, etc.).	
• demonstrates effective and appropriate use of instructional technology.	
• employs effective, goal-oriented assessment strategies.	
• utilizes results of assessment/evaluation appropriately and reflectively to improve instruction.	
<b>Subtotal:</b>	75

### Personal Disposition and Professional Integrity

2.1.1 The teacher candidate refines, models and reflects upon the character, skills, and traits appropriate for the teaching profession.
2.1.2 The teacher candidate models moral, ethical and legal behaviors within a school community.

<i>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</i>	<b>Rating</b>
• is in attendance and punctual every day.	
• is adequately prepared for each school day.	
• dresses and behaves professionally.	
• demonstrates self-motivation in learning and practice.	
• demonstrates patience.	
• demonstrates a curiosity toward and appreciation of all forms of diversity.	
• works in a cooperative manner and maintains positive relationships.	
• considers the interests/perspectives of administrators, colleagues, parents, and other elements of the community.	
• demonstrates a genuine concern for the development of all students.	
• demonstrates/describes motivation to succeed as a professional educator.	
<b>Subtotal:</b>	50

### Professional Development

3.1.1 The teacher candidate models professional behavior, including the analysis of and reflection upon constructive feedback as well as the ability to initiate change within the context of a diverse society.
3.1.2 The teacher candidate participates in opportunities for collaboration and on-going professional development activities to maintain currency in education-related issues.

<i>The teacher candidate should demonstrate the following performance behaviors in an effort to reach all students:</i>	<b>Rating</b>
• reflectively considers performance and feedback regarding performance.	
• tries new approaches and suggestions.	
• continues to read relevant professional literature while student teaching.	
• pursues opportunities to have conversations with other professionals regarding the profession.	
• participates in parent-conferences, student activities, school in-service, and/or other professional development opportunities.	
<b>Subtotal:</b>	25

**Total:** 200

**Comments (attach additional sheet if necessary):**

\_\_\_\_\_  
**Signature of Cooperating Teacher or College Supervisor**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Student Teacher / Teacher Candidate**

\_\_\_\_\_  
**Date**

APPENDIX D  
PARTICIPANT CONTACT EMAIL MESSAGE AND  
INFORMED CONSENT FOR INTERVIEWS

Hello – I hope your student teaching experience last semester was rewarding!

You may recall participating in my research study “The Relationship Between Emotional Intelligence and Student Teacher Performance: An Exploratory Study” (University of Nebraska – Lincoln IRB # 2005-11-082 EP). You have been selected for an opportunity to participate in a brief interview regarding your student teaching experience. Participation is voluntary. You do not have to return to campus for this interview as it can be conducted over the phone. The interview would be taped to ensure an accurate record of your impressions of your experience. After the conversation is transcribed, the tapes will be erased. Your responses are anonymous. I may quote from your comments when I prepare my dissertation or other papers/presentations using this data, but will not disclose your name or use quotes that will identify you.

There are no known risks associated with this study. Your participation is strictly voluntary and your responses are confidential. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators, the University of Nebraska-Lincoln, or the School of Education and Graduate Studies at \_\_\_\_\_ State College. Your decision will not result in any loss of benefits to which you are otherwise entitled.

You have the right to ask questions and get answers. If you have any questions, comments, or concerns about this study, you may contact my advisor, Dr. Larry Dlugosh, Department Chair – Educational Administration at UNL at (402) 472-0925 or [ldlugosh1@unl.edu](mailto:ldlugosh1@unl.edu) or myself, Todd Drew at (402) 872-2394 or [tdrew@oakmail.peru.edu](mailto:tdrew@oakmail.peru.edu). If you have any questions about your rights as a research participant that have not been answered by the investigator or to report any concerns about the study, you may contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402) 472-6965. Again, this study’s IRB number is 2005-11-082 EP and you may refer to its title: The Relationship Between Emotional Intelligence and Student Teacher Performance: An Exploratory Study.

Should you decide to participate in the interview process, simply email me at [tdrew@oakmail.peru.edu](mailto:tdrew@oakmail.peru.edu) with the days and times you prefer to be contacted. Also include the phone number, including the area code, you prefer I use to call you. You may also schedule a time to visit with me in person should you decide to come to campus. Your response to this correspondence indicates your informed consent to participate in the interview process, which you may terminate at any time. Should you decide to participate, a \$25 gift certificate to Best Buy Online will be mailed to you.

Thank you for considering this request!

Todd Drew  
Dean – School of Professional Studies

APPENDIX E  
INTERVIEW PROTOCOL/QUESTIONS

Thank you for agreeing to this interview, the purpose of which is to get a more in depth understanding of the performance of student teachers than I could get from the questionnaires and performance rating sheets alone. I have just a few questions and the interview process will take about 30 minutes. Your responses will be kept anonymous. Do I have your permission to tape the interview with the understanding that the tapes will be erased after they are transcribed?

Thank you. Let's begin with the first question:

1. Do you believe the assessment of your student teaching performance was accurate? Why or why not?
2. What role do you believe a person's personality plays in successfully completing the student teaching experience?
3. What personality traits are most important for student teachers to possess?
4. How would you describe your relationship with your college supervisor and cooperating teacher?
5. Do you think the type of relationship you had with these individuals affected their assessment of your student teaching performance? In what way?
6. What other factors in your life, the school in which you were placed, or the classroom in which you were placed impacted your performance?
7. Is there anything else you can think of that you feel I should consider as I write about student teaching performance and the role of Emotional Intelligence?

Thank you for your participation! Where would you like me to send your gift certificate?

APPENDIX F  
TRANSCRIPT OF INTERVIEW WITH PARTICIPANT A

Interview: Student Teaching Performance  
 Date: 7/31/06  
 Time: 8:00 p.m.  
 Subject: Participant A – “Alice” – Nontraditionally Aged Female  
 75EQ – 165STP

Investigator = Regular Font  
 Subject = Italics Font

Introduction – We’re going to conduct a brief interview for the purposes of understanding a little bit more about the study question at hand – that is, emotional intelligence – and its relationship to student teaching performance.

Thank you for agreeing to this interview – the purpose of which is to get a more in-depth understanding of the performance of student teachers than I can get from the questionnaires and performance rating sheets alone. I have just a few questions, and the interview will take about 30 minutes. The responses will be kept anonymous.

Do I have your permission to tape the interview with the understanding that the tapes will be erased after they are transcribed?

*Yes*

Do you believe the assessment of your student teaching performance was accurate? Why or why not?

*The assessment by?*

By the college supervisor most particularly

*I think “no” because he didn’t see me that often.*

He didn’t see you that often?

*No. He would see me ... basically he did only two evaluations during my first assignment and the two evaluations during my second assignment. I think it was hard for him to gauge my actual teaching strengths with only watching me for twenty-thirty minute periods.*

So there were a total of two different assignments and he watched you twice?

*Yes, twice.*

Did you get feedback on those assignments or

*Yes, I did.*

Do you feel that those observations were representative of your teaching, do you think, or were those particularly good or not so good days for you?

*One of them I was struggling and I wasn't getting the necessary support I probably could have used at the time from my cooperating teacher. That's why I called him into it for a helping situation rather than to be observed. So my very first one I'm thinking: oh, good, he's going to come in and help me with these problems and it's more like I just got more put in a ringer because he kept saying you should do that, you should change that. That one, I think, was really tough, but the other three I guess were more representative because he would tell me my plusses and make sure that I knew my weaknesses with my teaching that he observed.*

How about from the cooperating teacher's point of view?

*From the cooperative teacher's point of view? They gave me ... well my first two... My first one – I always did everything perfect, I did everything great. It's almost as if she didn't want to tell me anything I had to improve upon, so I given a good pep talk, because she knew I was kind of down after the first one, but my second. That actually was helpful to a point, but I knew I still had weak spots that maybe she didn't address, but she did help me though.*

How about for your second one?

*For my second one, it was a rather bizarre situation. She had an emergency medical procedure, like she was there one day; the next day she was hospitalized. And so she really didn't get to see almost two weeks of my teaching out of the eight weeks I was there. She was there for transitioning; I began just taking subjects then eventually the full day and so she was "from what I saw, you did fine". The second one I don't know from my final one basically from her, she actually graded me worse than what she did on the first one. But then she was giving me raving reviews. The second one was really hard to understand, because even she said it was difficult with her being gone so long to give a true account of my abilities.*

How about when you filled out your self-evaluation. How accurately do you feel you assessed yourself in the end analysis there of both experiences?

*I believe my score was right in the middle of both of them. There were some spots that I was kind of questioning. Am I a 3, am I a 4? And just because I wasn't sure of how my final ones were going to be, I think I tried erring on the higher grade if I had a question you know, the higher number. I did do a lot of extra thinking and it really did make me stop and look at how am I coming, so I guess it was a good self-evaluation.*

What role do you believe a person's personality plays in successfully completing the student teaching experience?

*I think personality was somewhat of a problem in my second 8-week student teaching just because I also had two other associates in there. I had two other associates in there, so basically I also had to try to supervise them even though they felt it was not my place to supervise them and they had more experience than I did and so we would actually be butting heads and there was more gossip going on where I had to even involve my cooperating supervisor from the college. And so that played a big role in it because he finally told me that I'm going to have to step up and I'm going to have to say "No, this isn't acceptable, this isn't appropriate" but yet I had trouble finding it within myself to actually sit there and actually say I don't appreciate the talk, I don't appreciate the gossip.*

And these people, did you say, were associates?

*Two associates, yes.*

You mean, other student teacher candidates?

*No, they were classroom associates.*

These were like what we used to call teacher's aides?

*Yes, that's it exactly. And so that kind of made it rough on me as far as having to report them. Of course the regular teacher was out so she really couldn't do anything about it and it was kind of weird because even some of the substitutes keeping watch over me would sometimes complain about these two associates. But they really felt that it was their place, they ran the room, and the teacher, when she came back from her medical leave, I explained a few of the situations to her. Basically she was like "Oh, well, I still have to work with these people. I'm sorry it happened. We just need to go on." She didn't really want to hear what happened.*

*And so then my cooperative supervisor then from the college would say "why didn't you say anything" and I guess I just couldn't find it in me. It's like I'm here as a guest. These people were kind of bold and overpowering for my personality so that played a big influence. She even told me at the end between him and I, I don't know if he actually wrote it in the report, and when I get my own room if I have associates like this I need to speak up and I need to be able to handle them. He said that will probably be very difficult with my personality.*

What about your personality?

*Just because I'm more I guess, well, the way I was in the classroom, I would be thinking what I want to say like "Oh, you can't do that" or "Oh, I'm in charge here" just be more firm with them is what we needed to be done or what we needed to do and I felt more like a guest and I'm more meek and mild and not really outspoken.*

*And so that probably led to more problems because here they would be talking about me and we had like a wall and we would actually be hearing this and they would think I wouldn't be hearing because I went to another room and instead of confronting them or saying something to them it would just eat at me inside and just try to blow it off even though ... or pretend that I'm blowing it off.*

*So that's my personality, I guess. It was a problem; it did play an important factor.*

And that was in your second placement?

*Second placement at the preschool.*

How many weeks were you in your second placement?

*Eight.*

And two of those...

*I'd say two of those the teacher was there – a minimum of two weeks – because then she had to go back in for more testing and something would go wrong with the testing so she'd miss a day here then a day there and a minimum of what she would be gone was two weeks then sporadic days here and there with problems.*

What personality traits are most important for student teachers to possess?

*I would say it has to be friendly and flexible, and flexibility was not a problem but I think you also have to have a certain degree of assertiveness. Especially when dealing with outspoken, more pushy type people. And for me, that's a skill I still have to work on.*

Are there any other traits as you think about actually teaching and working with the students?

*When working with the students, just really make sure you have your patience. That wasn't really a problem for me but a lot of people would say "Oh, I can't believe how patient you are, you know, like people stopping me and watching me or just my own teacher. And I think you just have to be compassionate. The school I was at was also typically a Title 1 and I had a lot of at-risk kids, foster kids, and I mean they just came from so many different backgrounds and you know they would just have a lot going on*

*in their lives and they would just come in and I didn't get my homework because the cops came and arrested dad or something but you just have to be sympathetic to whatever's going on in their life. So I think the teacher should be, flexibility definitely because things are always changing.*

How would you describe your relationship with your college supervisor and cooperating teacher?

*My first cooperating teacher – I think she had more of a personality I think would be somewhat like mine. She didn't really want to say anything negative or really be negative about anything or even if I was messing up there would be times when I would think "Oh, this ties in with this project and this is such a good thing and she would kind of let me go with this whole lesson plan and then she would be like 'Oh, that doesn't really apply to the standard and I just knew like "Oh, man." And so that was kind of her way of pointing out to me "No, this isn't appropriate. You know the whole time she may have been dropping me hints, but I was so into it that I really didn't – it didn't come to me until the very end. She would say "How does this fit in with standards, and I would be back at square one.*

*And my relationship with the second one – I don't know how to describe that one. It was kind of an odd deal so – an odd situation. I felt we started out really well. At the time I was having some problems here in my own house so I would try not to let it affect my teaching. I come in one day and she said "Oh, you look down," and I said "Yeah, a few problems at home", and she said like "Oh, what's going on?" and I'm like "Do I tell or do I not tell?" "I'm having a few problems with my husband." She said "Oh, what's going on?" so I gave her a brief... she said "Oh, I hope you have somebody you can talk to about it" and I'm thinking why did you even ask and she was like okay, do I know or not and then she went "Oh, I hope you have someone to talk to" like "don't cross it" so I don't know what that was. But she would be like real friendly, concerned, not just about me, academically, but overall, and then all of a sudden I crossed a line.*

*So that was just a hard one to gauge and then I think at our final meeting with my supervisor and her it was just the day before when the associates had been talking about me and I overheard it all and I just kind of looked at her and she asked me how things are going. I was still frustrated and I said "And they are still talking about me." And I just looked at her and thought oh, my god, that wasn't the right way to handle it but I was just so frustrated. And then another response back to me she replied ..... "Well, I'm hearing things from them; they don't like how you're doing things either." I said "I know. I'm sorry you're caught in the middle." So I think she was real sympathetic so we talked more now that I'm not in her room because she's actually transferred to a new school district. She's an hour away from here now. If we could talk more professionally without that stress between us now that I'm not actually in the room. I called her for references and asked "Can I use your name for*

*this or that or to get into grad school or to give references there. So it was just “Oh, how you doing, how you been, what plans have you come up with for a job next year and more of a working relationship now. I think there was a lot of stress like.... physical problems....was stressful and other times it was like we were great co-workers.*

*As far as my college supervisor, I don't even know how to explain this one. Maybe it's me. We've got a little bit of a pattern here. It started out very rough with him. The very first day I met him at student-teacher call-back. The college had decided for this class to, because a lot of the schools had just starting at the semester break, to go ahead and move all of our days up to start as soon as Christmas break was over which was great for some while I was still on a contract as an associate and I was working right up until the day they'd assigned me to start student teaching. I needed the money. And so I went to him as soon as I found this, and “Oh, he's your supervisor. You need to go see him.” I cannot do this. I cannot be here. I have another job that I can't get out of yet. You know I gave him my final day. He's like this is the days we went through. Mrs. Rippe and I went through all these problems to change these dates. You need to be there on this day. I said “I still have two weeks on a contract; I cannot be rehired if I walk out on this contract.” I was almost in tears in the first 10 minutes of meeting him, just because he was adamant “No, we can't change this from what was assigned.”*

How did that ultimately turn out? Did they accommodate you?

*Yes, they took something ..... probably about a week later before I found out and put it back to the original date. It was really a stressful moment so right there I started out on a bad feeling with him and I'm sure he thought of me as the whiny student and I don't know, just some of his comments, if he would try to encourage me like “try harder” “do better” but some of them I actually took as actually very hurtful. There are still things that he said and that I don't know if he was having a bad day because I was floored. when he said it and in addition it hurt my feelings. But just some of the comments he said were just like I'm thinking “Oh, my god, I can't believe someone's talking this way to me” and then at other times he was like “Oh, why don't you try this, I think you could do this“ like boosting me up. So personality played a big thing in it, and I mean he's a great guy, he even offered if any of us when we get a teaching job, he'll come on his own time he'll come and guide us along with what we think we might need, he'll be glad to do that on his own free time....and just kind of give us his opinions then I would love to take advantage of once I get a full-time room somewhere, but at the same time I'm going to take it with a grain of salt because I know when he comes down, it's like he slams a hammer, there's like almost a no-holds barred attitude. And that he's Mr. Professional the rest of the time where you don't want to definitely don't cross any professional lines. You know not to be all casual, all relaxed.*

So it sounds like there's three different styles that they had of supervision and one of them resonated more, perhaps, that first cooperating teacher to your personality.

*Yeah.*

And would it be accurate to say that made you feel like you had some level of trust and more confidence there and that more positively impacted your performance?

*I believe so, yeah. I felt more confident in it. More comfortable with my abilities there.*

Do you think the type of relationship you had with these individuals affected their assessment of your student teaching performance? And in what way? That's kind of what I was asking there a minute ago in terms of your – were the quality of your relationships in terms of these three individuals. Do you think the quality of that relationship impacted their assessment of your performance? Or do you think they were more accurately seeing your performance?

*That was a long question. I need you to rephrase it.*

Do you think the relationship you had with each of these individuals was part of how they rated you or impacted the ratings of your performance?

*I think as far as relationship wise, I think with the second placement in preschool I think that probably did affect how she rated me. Just because my five years' experience as a para has been in a preschool setting so I kind of knew what I was doing. But I think she was more rougher on me just because of the associates – you know, the associates when they would try to supply her with daily feedback on what they thought. And there was that kind of conflict of personality with me and them. And so I think that ultimately did in the end affect me.*

*I don't think so .... erring on the side of positivity just because that's the way he is. Dr. Thompson - I don't know. That first interview – that first one like I said where I was looking for more advice than judgment. That's why I even asked him to come in for that specific lesson because that's where I was struggling. I almost felt like at first that that was because of the initial problems with the student teaching. I don't know if it actually was but that's kind of how I perceived it and oh, I started off on a bad foot with this guy and now he's going to nail me for it. So that's how I felt, I don't know if it actually was. He probably was pretty accurate. He was trying to be so professional with everything.*

So, it's interesting that in the second placement's case, there was another dynamic in terms of other people in the classroom that was sort of a wild card in all this?

*Correct.*

And that's really the heart of the next question. What other factors in your life, the school in which you were placed, or the classroom in which you were placed, impacted your performance? You have already mentioned that you had some family things going on in the second placement and then the second placement supervisor also had some health issues ("Yeah") and the paras in that classroom that were behaving in the way that you described. And in the school that you were placed, there was the issue of it was more of a Title 1 ("Yes") school and there were particularly deeper issues that were in terms of families, dynamics with the students.

*Yes, actually to be in the program that I was in on the second one with the preschool, to get into the program they either had to basically have welfare status or within 150% of poverty, I think, it was what it was. And also they usually had two or three more at-risk factors in their background.*

Now this was all the students in that program?

*I think all but one was tuitioned. Basically they either had to have at-risk or be on IET to remain in the program except for one child that was tuitioned in. But even then her older brothers were at what we called at the big school, the higher elementary grades and they were still considered at-risk. Financially, mom and dad were making enough money that they didn't qualify. It was kind of a confusing thing, but she had to pay to be there, like her older brothers were in the DD room and had an issue. But they didn't specifically apply to her to make her qualify.*

Any other factors in terms of that I didn't already summarize in previous answers in terms of something about the classroom or the school, the dynamics in your life, or anything like that?

*Everything, family ..... for about week I had some problems. The supervisors health .. definitely did... the parents, the school, I don't know where this fits in but I make this kind of point or two with my personality one problem that I did have. This was actually in the first one because the teacher would actually like joke with me about it. When talking about being compassionate. We had some students, of course, that just talk a lot, monopolize the whole class if they could. They would take whatever they could get and run in a complete opposite direction with them and these kids also came from a home where the older children kept doing that. And so when they would get off like that I would try to bring them back in and finally my biggest problem was learning how to shut them off because at the same time I was thinking "Oh, my god, this kid is like starved for attention." And yet I still have a lesson to teach and so by the end of the 8 weeks I was able to cut these kids off but then like "Oh, you know, doesn't that sound like a neat story or I'm sorry that that happened to you. That's like why don't you come and talk to me at lunch or why don't you come talk to me at*

*recess instead of speaking to the whole class.” Or whatever story they wanted to tell that they thought was related. So and that is when she said that, even in my final assessment, I don’t know whether you have access to my folder or not, but she said I’m concerned not only with the educational but also the emotional side of the children. And that’s what she meant because she didn’t believe – just cut them off and move on. You have stuff to cover. I just like “You know what, what if they have no one else to listen to that day.” So that had an impact, too. Like their backgrounds.*

Interesting.

*Yeah.*

The final question is, is there anything else that you think I should consider as I write about student teaching performance in the role of emotional intelligence.

*I don’t know. I think we covered about everything. I think we covered mostly my main concerns or how I felt emotionally or the personality things that I had to deal with I think that pretty much covers it.*

APPENDIX G  
TRANSCRIPT OF INTERVIEW WITH PARTICIPANT B

Interview: Student Teaching Performance  
 Date: 8/15/06  
 Time: 3:30 p.m.  
 Subject: Participant B – “Barbara – Nontraditionally Aged Female  
 119EQ – 148STP

Investigator = Regular Font  
 Subject = Italics Font

Thank you for agreeing to this interview – the purpose of which is to get a more in-depth understanding of the performance of student teachers than I can get from the questionnaires and performance rating sheets alone. I have just a few questions, and the interview process will take about 30 minutes. The responses will be kept anonymous.

Do I have your permission to tape the interview with the understanding that the tapes will be erased after they are transcribed?

*Yes*

Thank you. Let’s begin with the first question. There are seven questions total.

Do you believe the assessment of your student teaching performance was accurate? Why or why not? When I talk about your assessment, I’m talking about what you got back from the college supervisor, the cooperating teacher, and your self-assessment when you rated yourself at the end of that student teaching experience.

*Yeah, I guess I do think it’s fair. Especially with my cooperating teacher, because she was pretty good about telling me - focusing in on both my strengths and my weaknesses and giving me tips on what I could do to improve. Being in Virginia and not in [state of institution], my supervising teacher was probably not as involved as he would have been. So I wouldn’t say that his evaluations were good; I wouldn’t say that he probably really had a grasp of what I was doing.*

Didn’t have as much contact with you?

*Pretty much, yeah.*

How many observations did he do?

*He did four. And I don’t know if that’s normal. It just didn’t feel like I had a lot of contact with him. It seemed like no matter what went on in the classroom, the evaluations were going to be the same. You know I didn’t get a lot of constructive criticism, everything was always good, which was good on my part, but I was kind of*

*looking for a little more as far as, I knew that I wasn't doing a great job, I was doing the best job possible, but I wanted to hear what, from an experienced teacher, what I could do better.*

And you feel that you did not get that from him?

*No, not really. Everything was always good, which is good to hear, but I know that there's tips that I probably could have been given.*

Did you get more feedback or constructive criticism from your cooperating teacher there on site?

*I did, yes.*

So that would be the more accurate of the two?

*I think so, yes.*

How about your self-evaluation?

*I think on my self-evaluations, comparing them to my cooperating teacher, I think I was harder on myself. She would review my evaluation, and she would say, "You know, you're being a little too hard on yourself," and I think that just goes from wanting to get everything to go perfectly and smooth, and so I feel like I, from the beginning to end, I think see that I improved in areas, but I probably wasn't seeing it as much as what was actually there I guess.*

What role do you believe a person's personality plays in successfully completing the student teaching experience? By personality, I'm talking about the personality traits.

*I think that it plays a big part; I think that you have to be outgoing, flexible, willing to listen to others, and student teaching is hard because it's not your classroom. You're learning and you have to be flexible because there's things that you may not do when you're a teacher that you have to follow what your cooperating teacher is going to do, and you have to be able to be the kind of person that is able to do that for that time being. So that was one of the most important things – that was easy for me to do because I knew that it was my classroom for the time being, but I also knew that I had to follow the way her classroom management plan was and so, I think just being flexible is a good characteristic.*

In thinking about qualities now of a teacher interacting with the students, what personality traits are most important for student teachers? You talked about flexibility in terms of working with your supervisors, how about working with the students in the actual process of teaching?

*Definitely you need to be outgoing, and you need to be fair to all students. You need to be able to be someone who can, I don't think relate is the right word, someone who can see that there's different types of children, and you need to be able to kind of meet the needs of each of those children. I guess just being fair and honest with the students and being able to get them motivated and realize that each child is different and your reaction to one child may be different – may get a different response than it does to another.*

So you have to kind of learn about the children?

*Right. Absolutely.*

Understanding – empathy, understanding where they're concerned.

*Right.*

How would you describe your own relationship with your college supervisor and cooperating teacher?

*My college supervisor, I feel like we had a good relationship. It was pretty much just when he came to observe. I didn't have any contact with him really outside of that. He was always open and said, "You know, if you ever need anything, go ahead and call," but I really never had a need to. It seemed like, and I think this was because I wasn't doing the traditional, in [state of institution], he was never with [institution] before so, as far as any questions regarding [institution] and their requirements I kind of went back to the Education office.*

*My cooperating teacher, I felt like I had a great relationship with her. This was actually her last year. She was retiring after the semester I was with her, and she was very knowledgeable, had lots of suggestions, lots of great tips for me. I was able to talk to her about pretty much everything as far as teaching goes. I enjoyed that, and she is someone that I'll still keep in contact with, and she's let me know several times that if I need any help or suggestions or advice or anything, just to give her a call. It was good.*

Was the college supervisor somebody that lived in that area?

*Yes. He was someone who the actual school system found for [institution], and he works for colleges around here, and does this, he's a supervising teacher for these other colleges. And I know with his other students, he had meetings a couple times throughout the semester. I didn't really get involved in that because he didn't really even tell me about them until the very last one, so he was a local, retired teacher.*

So you never really formed a relationship?

No.

Just when you saw him, he did his thing. How long were the observations or how long did he stay with you those four different times?

*He would observe for about 30-45 minutes, then he would meet with my teacher, then I would come out and we would meet for about 15 minutes and talk about the lesson plans and if I had any concerns or questions.*

Do you think the type of relationship you had with these individuals affected their assessment of your student teaching performance? If so, in what way?

*That's a hard question. I'm assuming it did, because we had a good relationship. I'm hoping if I didn't have a good relationship with them, they would still be fair in my evaluation, but because we did have a good relationship, that's kind of hard to answer. I don't want to say my evaluations were good because I had a good relationship with them, but I think it probably helped. They saw I had a good attitude, I was able to get along with others, and so forth.*

Was one of the evaluations higher than the other - between your cooperating teacher and your college supervisor?

*I think they all – we always kind of joked because they were always about the same. They were only off by a couple numbers throughout the whole four weeks – not four weeks, four evaluations.*

So it must have been some sort of reliability in terms of our assessment process?

*Right. I definitely think that, because even my numbers were just – mine were always a little lower than theirs, but I think that's more of a confidence issue rather than what I was doing, but they were always all three pretty close.*

What other factors in your life or the school in which you were placed or the classroom in which you were placed impacted your performance?

*I think in my life, considering that I'm a little bit older, I'm not just out of college, I think that I took it more seriously, I worked really hard to go back to school, and I know after having my first degree and working for a couple years, I know that this is what I want to do. I feel like I've got a better grasp on it than I would have ten years ago. I think that has probably a really big impact on it as well as having children and just seeing education from a different point of view – as a parent and now as an educator.*

Anything about the characteristics about the school or the classroom that had an impact on your performance?

*The classroom I was actually in was a gifted class, so I think I actually probably had a really easy student teaching experience. There wasn't a lot of children with a lot of behavior problems at all. All the kids were either gifted. Diagnosed is the wrong word; they were considered gifted or they were high-ability learners so they were very well behaved and made it a lot easier. I know when I get a classroom, I probably will not be that lucky. So that's one thing that impacted my student teaching experience - it wasn't difficult. It didn't seem like a struggle to me at all. That would probably be the one thing that isn't always the norm.*

Is there anything else you can give me that you feel I should consider as I write about student performance and the roll of emotional intelligence?

*I really can't think of anything.*

APPENDIX H  
MAYLONE'S (2002) QUESTIONS TO CONSIDER  
BEFORE DEVELOPING POLICIES REGARDING TEACHER  
CANDIDATE DISPOSITIONS

1. What is our definition of “disposition”?
2. Does “attending to pre-service dispositions mean that we intend to rate students’ dispositions, or that we will institute a dispositional “pass-fail” mechanism?
3. Should we be attending to pre-service teacher disposition at all? (Are we attempting to proscribe “incorrect thinking”?)
4. Why are we qualified to check on teacher disposition?
5. Are we trying to define good teaching dispositions, good citizen dispositions, both, or neither?
6. Should we make a list?
7. If we make a list, will it be considered definitive or advisory? (That is, if we need to make a list, what should we do with it?)
8. What should our “level of dispositional tolerance” be? (If we look for “respect for diversity” in teacher candidates, how respectful of their dispositional diversity are we prepared to be?)
9. If we produce a list, will we “range” each disposition (i.e., Low emotional maturity to high emotional maturity)? If so, what level defines “passing”?
10. Will we use rubrics? How and where? Are we prepared to live with the “double-edged swordness of rubrics? (Can rubrics inadvertently exclude potential good teachers?)
11. Are appropriate or desirable pre-service teacher dispositions the same as appropriate or desirable in-service teacher dispositions? If not, how do they differ?
12. Where do we stand on the “I-know-it-when-I-see-it” approach?
13. Does synergy always trump a checklist?
14. How will we ensure our individual objectivity as we develop a “dispositional checkup” program? (That is, how do we know we are not simply demanding in others that which we personally prefer?)
15. Can quality instructional services be delivered to students by teachers with undesirable dispositions? Why or why not?

16. Are there such things as unique, indefinable and unpredictable positive and negative dispositional synergies, and if so, what do we make of that?
17. Would it make sense to list “disqualifying dispositions” and leave it at that?
18. Would a “checklist override” system work? (Use a checklist, with members of a committee empowered to override numeric results.)
19. Should we consider simply letting a committee vote on each teacher candidate: thumbs up or thumbs down, majority wins?
20. Do we in any way shortchange PK-12 students by providing them with only “dispositionally OK’d teachers?
21. Do we feel there is any teacher disposition parallel with higher education faculty academic freedom?

From:

Maylone, N. (2002, February). Identifying desirable pre-service teacher dispositions: An intractable problem? Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education, New York, NY.  
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APPENDIX I  
INSTITUTIONAL REVIEW BOARD APPROVAL OF STUDY



RESEARCH COMPLIANCE SERVICES  
Institutional Review Board

November 14, 2005

Todd Drew  
Dr. Larry Dlugosh  
PO Box 10  
Peru State College  
Peru, NE 68421

IRB # 2005-11-082 EP

TITLE OF PROJECT: **The Relationship Between Emotional Intelligence and Student Teacher Performance: An Exploratory Study**

Dear Todd:

This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study. Your proposal seems to be in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46).

Date of EP Review: **11/09/05**.

You are authorized to implement this study as of the Date of Final Approval: 11/14/05. This approval is Valid Until: 11/13/06

- I. Please include the IRB# on both the letter sent to participants and the web entry page. Please return one copy of each, with the IRB# included, for our files.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:

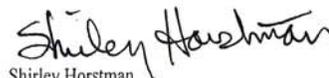
- Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
- Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
- Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
- Any breach in confidentiality or compromise in data privacy related to the subject or others; or
- Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

For projects which continue beyond one year from the starting date, the IRB will request continuing review and update of the research project. Your study will be due for continuing review as indicated above. The investigator must also advise the Board when this study is finished or discontinued by completing the enclosed Protocol Final Report form and returning it to the Institutional Review Board.

If you have any questions, please contact Shirley Horstman, IRB Administrator, at 472-9417 or email shorstman1@unl.edu.

Sincerely,

  
Dan R. Hoyt, Chair  
for the IRB

  
Shirley Horstman  
IRB Administrator

cc: Faculty Advisor