

Developing Your Students' Emotional Intelligence and Philosophical Perspective Begins With I-CORT

Chris James Anderson, Ed.D.

Felician University; UCAN

Abstract

A mixed methods study analyzed responses from a target population of teacher-candidates based on completion of pre-and post-instructional surveys and reflective written responses. Results identified a relationship between the instructor's demonstrated intentionality, care, optimism, respect, and trust (I-CORT) to invite personal and professional development and the teacher-candidates' emotional intelligence subskills and embrace of an educational theory that promotes equity and social justice. Implications suggest educational leaders seeking to improve Educator Preparation Programs should ensure curriculum explicitly expects teacher-candidates are able to demonstrate high emotional intelligence skills, tenets of Invitational Education theory, and dispositions that promote equity and social justice.

Keywords: Teacher-candidate's Demonstrated Emotional Intelligence, Adoption of Student-centered Approaches, Invitational Education Theory, I-CORT

Introduction

Whenever a learner operates outside of her or his zone of proximal development (Vygotsky, 1933), uncertainty creates a conflict cycle and thereby ineffective education. Borne from not knowing how to ask the better question, the result can be frustration, anxiety, or tension. Often the negative behaviors exhibited by students, customers, clients, or stakeholders are the result of feeling lost rather than empowered to exhibit more effective communication skills. Proponents of formative assessment recognize the communication loop as essential when assessing FOR learning. Advocates of Invitational Education theory and practice know others are better served by intentionally inviting and modeling questions that promotes dialogue. However, given people are unable to "accept invitations they have never received" (Purkey & Novak, 1996, p.75), this study will investigate the influence of the teacher-candidate's level of emotional intelligence upon the ability to recognize an invitation as a professional learning opportunity?

Significance of the Study

Previous research identified a need to further study the relationship between an instructor's intentionality, care, optimism, respect, and trust (Anderson, 2019) and a teacher candidate's level of emotional intelligence (EI) and the impact of EI subskills upon the teacher- candidate's ability to recognize and intentional invitation as a personal and professional opportunity. Previous research indicated supportive climates potentially influence attitudes, practices, and relationships,

thereby making a major difference in student achievement (Bear, Yang, et al., 2014; Cooper & Crosnoe, 2007; Cuthrell, Stapelton, & Ledford, 2010). As described by Marzano and Waters (2009), defined autonomy optimizes innovation and best practices while maximizing the achievement toward specific goals.

By contrast, any processes or hidden curriculum promoting lower expectations reduces opportunities and allows undeveloped skills to become the norm. Effective educator preparation programs should never defer to a teacher-candidate's belief that his or her unrealized lack of self-management and social awareness EI skills justify the exhibition of inappropriate interactions, lack of professionalism, or unpreparedness. Complacency, contempt, or low expectations is the enemy of reform efforts or any desire to promote sustained success.

It was also unknown whether the teacher candidate's subsequent increased EI correlated to a greater willingness to embrace educational theories that promote equity and social justice. Addressing this gap in knowledge would be valuable to establish the extent to which a learning objective's relevance must first be embraced by a teacher candidate. While establishing relevance is always considered good teaching, at what point of professional development should a teacher candidate's emotional intelligence be deemed sufficiently high so that teaching and learning becomes more about promoting equity and social justice and less about the teacher candidate's interests?

Review of the Literature

Accreditation Council's Assessment of Professional Dispositions

For the purpose of accreditation more than 900 educator preparation providers (EPPs) were initially accredited by either the National Council for Accreditation of Teacher Education (NCATE, 2008) or the Teacher Education Accreditation Council (TEAC, 2014). In 2013 NCATE and TEAC became subsidiaries of the Council for the Accreditation of Educator Preparation (CAEP). While NCATE and TEAC maintained their recognition by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA), reaccreditation was under CAEP, effectively phasing out the subsidiary councils over time (CAEP, 2016).

Recently the Association for Advancing Quality in Educator Preparation (AAQEP), has finalized a process by which the quality of educator preparation providers (EPPs) will be reviewed. AAQEP began partnering with several state departments of education in 2018 for the purpose of streamlining and codifying expectations for program quality. AAQEP is also now recognized by CHEA (2020).

Quality educators typically exhibit qualitative characteristics. Specifically, an educator's intuitive dispositions correlate student actions to effective, proactive teacher reactions or responses. This requires teacher-candidates to know about children, pedagogy, and curriculum; thereby making these elements effectively, efficiently, and logically, interact (Darling-Hammond, 2004).

However, there is a distinct reason why measurement of teacher performance remains difficult. Teacher dispositions identified with highly-qualified teachers include collegiality, self-reflection, collaboration, interactive skills, and reflective adjustment to personal and professional

practice (Miller & Davidson, 2006). These characteristics were correlated to promoting the defined autonomy and effective collaboration evidenced within highly effective schools (Marzano & Waters, 2009). Yet, an obvious problem is these qualitative characteristics are often difficult to quantify, thereby confounding the reliability of their evaluation.

Based on accreditation and certification requirements (AAQEP, 2021; CAEP, 2022), informal and formal assessment of these dispositions during teacher-candidate and educational leadership preparation programs will continue. However, the Accreditation Councils need to be clear on what is expected. They need to require educator preparation providers (EPPs) have data based on measurable observation of these exhibited dispositions. Perhaps then EPPs would consistently promote direct, explicit instruction related to the development of the teacher candidates and educational leaders' demonstrated emotional intelligence and quantifiably observable professional dispositions that includes an embrace for equity and social justice.

Invitational Education Theory

Invitational Education theory and practice shifted a model of leadership “from emphasizing control and dominance to one that focuses on connectedness, cooperation, and communication” (Purkey & Siegel, 2013, p.1). In 2003, Egley found “research on the effects of Invitational Education Theory in the educational administrative process is relatively new as compared to other theories pertaining to leadership” (p.57). Later, Burns and Martin (2010) believed their literature review, which included analysis of Aldridge, (2003); Jennings, (2003); Penner, (1981); Shapiro, (1990); and Stillion & Siegel, (2005), reinforced their premise that “contemporary leaders in education must face a new day requiring skills and knowledge beyond what needed to be exhibited by previous leaders” (p. 30). By blending leadership qualities, values, and principles, Purkey and Siegel developed the Invitational Leadership model that invited success from all interested stakeholders whereby “Invitational leadership was created based upon four basic assumptions exemplifying invitational leaders: optimism, respect, trust, and intentionality” (Burns & Martin, 2010, p.31).

It is now recognized that intentionality, care, optimism, respect, and trust (I-CORT) should be the Invitational Education leader's consistent mindset (Anderson, 2019) in order to exhibit the personally and professionally inviting behaviors (Purkey & Novak, 2016) that promote “increased learning outcomes and personal growth” (Shaw, Siegel, & Schoenlein, 2013, p. 33). I-CORT must be omnipresent through the five powerful factors: people, places, policies, programs, and processes, which Purkey and Siegel call the “five P's” (p. 104). Being interdependent, each factor has separate and combined influence on an organization's culture and potential sustainability of success initiatives. Therefore, interdependent consideration of these five P's and an exhibition of I-CORT when dealing with each factor provides limitless opportunities because the results can positively impact the total culture of nearly every organization.

Invitational Education theory seeks to promote trust, collaboration, and purposeful inclusion (Purkey & Novak, 2008; Purkey & Siegel, 2013). However, “People cannot accept invitations they have never received” (Purkey & Novak, 1996, p.75). To be dependably inviting, effective leaders need to check for receipt and seek acknowledgement of their invitations for

personal and professional development. Is there an adverse influence of a teacher candidate's low emotional intelligence upon the ability to recognize intentional invitation as an opportunity?

Emotional Intelligence

Analysis of results from a study of typically demonstrated emotional intelligence behaviors (Anderson, 2019) found novice teachers considered their leader's Emotional Self-Awareness [$\beta = -0.172, t(74) = -0.816, p = 0.420$] to be strongly related in the negative direction between all five *Inviting School Survey-Revised* (Smith, 2015) dimensions known as People, Places, Policies, Programs, and Processes. The awareness and management of emotions, as well as perception of emotions by others, provide critical elements for success as a leader (Cherniss, 2010). Educators trained to develop emotional intelligence as part of their professional leadership repertoire can proactively utilize both their cognitive and metacognitive skills (Brackett & Katulak, 2007).

While Salovey and Mayer (1990) initially posited emotional intelligence (EI) as the ability for a person to monitor his or her own and others' feelings and emotions. EI allows people to discriminate among their feelings and emotions and to use this information to guide thinking and action. While there have subsequently been numerous systematic studies of emotional intelligence, this study addressed the EI concept and identified specific emotional intelligence skills as presented by Bradberry and Greaves (2009). These researchers considered EI to comprise the following four competency areas:

1. **Self-awareness**- recognizing one's own emotions and their impact upon decisions;
2. **Self-management**- controlling one's own emotions and impulses when adapting to changing circumstances;
3. **Social awareness**- sensing, understanding, and reacting to others' emotions when seeking to comprehend social networks;
4. **Relationship management**- inspiring, influencing, and developing others when seeking to manage conflict.

The ability to quickly assess situations and move accordingly for the benefit of the group is what Roach, Wyman, et al. (1999) called "wisdom in spontaneity" (p. 17). Emotional Intelligence theorists such as Bradberry and Greaves (2009) call such abilities social awareness and relationship management. Crucially, Bradberry and Su (2006) found the relationship management sub-skill of emotional intelligence was the strongest predictor of leadership job performance. An investigation between various factors, including emotional intelligence, found the perception of others' emotions strongly predicted the ability to build effective working relationships (Chehrazi, Hoseini Shakib & Askari Azad, 2014; Ciarrochi, Chan & Caputi, 2000; Rosete & Ciarrochi, 2005).

Within the context of emotional intelligence, there are at least two possible perspectives: maximal emotional intelligence performance and typical emotional intelligence performance (Gignac, 2010). Typical performance is a more reliable indicator of actual behavior (Sackett, Zedeck, & Fogli, 1988) because emotional intelligence is purely relevant to the demonstration of

emotional intelligence behaviors (Gignac, 2010; Palmer, Stough, et al., 2009). Therefore, the EI theoretical framework for this study was typical emotional intelligence performance (Gignac, 2010).

Educational Theories

Platonic Idealism embraces the search for truth and therefore the dialectical approach to problems is crucial to this school of philosophy. Idealists such as Descartes, Emerson, Kant, Hegel, and Thoreau would argue that the aim of education is to develop students' intellectual capacity by increasing appreciation for broad, enduring principles and ideas. Based on the philosophy of Idealism, perennialists believe the aim of education is to help students internalize ideas and values that are considered to be universal and lasting. Therefore, the focus should be on knowledge that is perennial based on ideas and ideals that have endured through time. To perennialist-minded educators, the role of schools is to train the next group of intellectual elites based on the classics and traditions of the community. Their charge is to pass these ideas, beliefs, and values onto the next generation of learners (Tan, 2006).

Essentialism, which is also rooted in the philosophies of Idealism as well as Realism shares a number of similarities with perennialism. Both emphasize the importance of teaching essential and enduring knowledge that was accumulated through the ages. Essentialism grounds teaching in the great works of art, music, and literature. For the essentialist-minded teacher, who is considered an expert in his or her subject and an exemplar of intellectual pursuit and moral character, the function of schools is to transmit cultural and historical heritage to students. Given the emphasis upon the appropriate skills, attitudes and values, the essentialist's Realist philosophical influence is seen in the need to focus upon mastery of facts and concepts so students can understand the surrounding physical world (Tan, 2006).

Driven by proponents that included Charles S. Peirce, William James, and John Dewey, progressivism is an American educational philosophy that also grounds a theory seeking to meet the needs and challenges especially considered germane to the late 19th and early 20th century United States educational system. The emphasis was on preparing students for active participation in a liberal democratic system. As such, progressivists intended to offer an alternative approach to the prevailing schooling that was deemed too teacher-centered and requiring students study organized subjects that lacked relevance to students. The progressive teacher embraces a Pragmatist philosophy whereby acting as a facilitator, he or she guides students in their problem-solving by using a repertoire of learning activities. The progressivist teacher plans the curriculum based on the students' interests and needs rather than on a determined list of great works or classics, thereby creating a flexible, student-centered experience and creative environment that emphasizes collaboration rather than competition (Tan, 2006).

Similar to progressivist teachers, a reconstructionist teacher's goal is to nurture students who are concerned with personal and global problems, educated and ready to change society. A reconstructionist teacher adopts a multidisciplinary and interdisciplinary curriculum that references history, politics, economics, and science. As a social activist, the reconstructionist teacher is internationally oriented with a humanitarian outlook. Logically, a teacher is far less

likely to intentionally invite students into a debate about which little is known. Strong self- and social awareness provides the reconstructionist teacher with the confidence to engage students in diverse action projects. Therefore, a reconstructionist teacher motivates students to not only investigate current, controversial issues, and community projects but also encourages identification of potential solutions or alternatives to the status quo.

Being rooted in the philosophies of Existentialism and Postmodernism, critical theorists oppose the transmission of a fixed body of traditional knowledge, ideas, and values, which strengthens a hidden curriculum that reinforces the values, behavior, and attitudes imposed upon students through the expectations and practices of schooling in a capitalist-oriented, consumer-driven society. Critical theory is predicated on the premise that human history exhibits a struggle for economic and social control whereby educational institutions are used by powerful groups to control those who lack power. Rather than dismissing critical theory due to this Marxist perspective, let's recognize other critical theorists, including Henry A. Giroux and Paulo Freire who viewed critical theory as being critical because it encourages analysis of social and educational conditions in schools and society, thereby making exploitative power relationships more transparent. Crucially, critical theory seeks to introduce reforms that will produce equality, fairness, and justice (Gutek, 2004). As also expressed by postmodernists, critical theorists suggest any struggle for control over curriculum and teaching approaches should be based on the need to elevate the status of marginalized groups. Furthermore, both critical theorists and reconstructionists believe schools can be centers of social change. Critical theory's Existentialist philosophical influence is evident in the emphasis upon the students' own experiences, history, and Funds of Identity (Moll, González, & Amanti, 2009; Roe, 2019).

The student's Funds of Identify contributes to the teacher's Funds of Knowledge that can be utilized through a mindset of intentionality, care, optimism, respect, and trust (ICORT) to optimize an institution's people, places, policies, programs, and processes (5Ps) to create a climate that results in sustained academic success leading to the fullest development of human potential. Critical theorists believe a multidisciplinary curriculum that seeks to elevate social justice empowers the viewpoints of all groups, especially neglected groups. Thus, a plurality of voices is encouraged from students whose different ethnic, language, class, and gender groups offer diverse perspectives. Critical theorists guide their students' exploration of various constructions of knowledge from varied perspectives, thereby intentionally inviting students to achieve their own identity while promoting greater equality and justice for all.

Previous research by Roe (2019) proved consistent utilization of Funds of Knowledge aligned with an ICORT mindset empowers students and improves programs. Teacher-candidates should be intentionally invited to embrace the obvious parallels within the IE and Funds of Knowledge conceptual frameworks to enrich our pedagogical practices. This is especially important for English-language Learners and at-risk populations without losing sight that good pedagogical practices generalize to all students. Simply put, the utilization of IE theory and practices to support student assets through respect for their Funds of Knowledge demonstrates an educational climate graced by intentionality, care, optimism, respect, and trust!

Methodology

The planning for this study's methodology considered the review of the literature, the validity and reliability of the selected instruments, the three stated hypotheses, and the available population. Given these considerations, a mixed methods methodology was selected to address the investigation of the relationship of the identified variables within the timeframe set for this study.

A mixed methods design produced more in-depth responses from individual teacher-candidates, although the sample size is insufficient to derive generalized conclusions (Leedy & Ormrod, 2005). The mixed methods (qualitative-quantitative) design provided face-to-face interviews of teacher-candidates regarding their emotional intelligence behaviors and quantitative survey instruments to identify the teacher candidates' perceptions of educational theories. The mixed methods design (Lieber & Weisner, 2010) was beneficial for developing a composite view of the teacher candidate's self-concept of his or her emotional intelligence competencies and quantitative numerical data to produce detailed conclusions from the population of teacher-candidates. However, the teacher-candidates presented possible problems resulting from socially desirable responding (SDR) or a lack of self-awareness (Vogt & Colvin, 2005). Crucially, in studies relying upon self-reported emotional intelligence behaviors, the literature reports a lack of clarity regarding the correlation between variables (Maulding et al., 2012; Maulding et al., 2010; and Sanders, 2010). Either socially desirable responding (SDR) or a lack of self-awareness may skew results of the quantitative educational theories survey. Again, even with high response rates the small sample of teacher-candidates completing the quantitative survey adversely influences the generalizability of any analysis (Baruch & Holtom, 2008).

Utilization of digital surveys sought to optimize collection of the desired information based on the identified variables and ensured anonymity and confidentiality of responses. Written responses provided further reflections based on the study's variables. Each instrument's design encouraged digital transmission. Respondents needed to complete pre- and post-instruction digital surveys. Relationships between variables were investigated based on responses gathered from the two instruments. Each instrument measured a different variable.

Data Analysis Procedures

Several levels of analysis tested the three research questions:

- R₁: Did the instructor's exhibition of I-CORT based on Invitational Education theory influence the teacher-candidates' Emotional Intelligence development?
- R₂: Did the teacher-candidates' Emotional Intelligence development correlate with increased verbal and non-verbal communication skills?
- R₃: Did the instructor's exhibition of I-CORT based on Invitational Education theory influence the teacher-candidates' self-rated embrace of educational theories promoting equity and social justice?

The analysis of results explored the complexity of relationship identified by the three research questions. Data for the study were obtained via pre- and post-instruction digital self-

rating surveys and voluntary teacher-candidates' reflective responses. Data analytical procedures tested the three research questions.

Summary of Findings and Conclusion

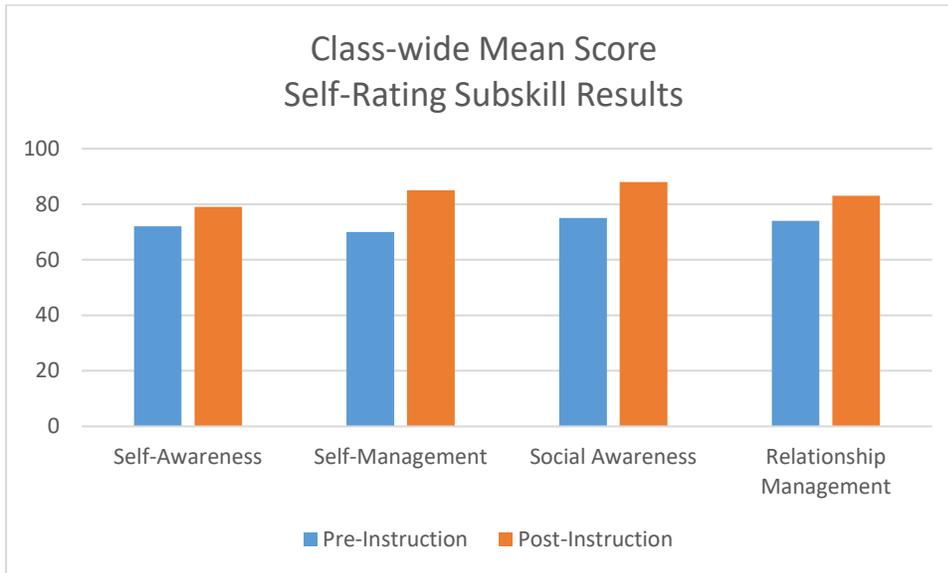


Chart 1: Pre- and Post-Instruction Self-Rating Score of EI Subskills

At the onset of this study, 90% of the students' Bradberry and Greaves Self-Appraisal results indicated emotional self-management as the area in need of focused EI development. Ten percent of the students' results indicated emotional self-awareness as the area in need of focused development. Thereafter, given direct instruction exhibiting I-CORT that also reviewed strategies apropos for the other EI subskills, students received daily invitations to implement and practice their specified EI strategies for developing the identified EI subskill. Students were also encouraged to work with an identified EI mentor of their choice to remain accountable. As noted in Chart 1 above, students exhibited significant EI growth in self-management. The mean growth in self-awareness was 21.4%. While the mean growth in overall EI was statistically significant, of further importance is the mean increase in social awareness. Although social awareness was not the specified area of focus for EI growth, it would seem the students' growth in emotional self-management positively impacted their growth in emotional social awareness as noted by the 17.3% mean growth.

Open-ended, reflective comments included:

“The EI strategy I utilized the most to positively impact my self-awareness, was to keep a writing journal to write my emotions and feelings to help me be more aware of myself.”

“The non-verbal skill or strategy I learned was to take a break and breathe. Learning this skill helped me not only in school but most likely saved my job too. If I haven't learned to take a break and breathe before commenting to my customers, I wouldn't have my job right now.”

“During this semester, I've primarily utilized the EI Strategy: Take Feedback Well to improve my self-management abilities. By using the strategy, I was able to learn that feedback is not meant to harm but to improve....”

“The EI strategy that I used the most was "breathe right". I used this strategy the most because it allowed me to calm down, take a step back, and think about my emotions when needed. Additionally, I used the strategy the most because it is important that the brain gets the oxygen it needs in order to control emotions (Bradberry & Greaves, 2009). Overall, the "breathe right" strategy was the most useful in improving my self-management. “

“The EI strategy I utilized the most to positively impact my self-management is visualizing myself succeeding. I chose this specific skill as it helped me face through tough and challenging situations that I have faced throughout this whole journey. By visualizing my success, I was able to turn those moments into reality by believing in myself and calibrating my mindset into a complete new one, along with my emotions and behavior.”

“A strategy I practiced with self-awareness was keeping a journal. Keeping a journal lets me get all my feelings off my chest. At one point, I just kept writing and writing until I realized thirty minutes had passed. I felt as though weight had been lifted off my shoulders; a feeling of relief. Keeping a journal also let me reflect back on my emotions. Sometimes there are bad days and I just wanted to feel what I felt, write it down, and move on. But the whole point isn't to just write how I feel and move on. it is to go back, read it over, reflect, and understanding what I was feeling and why....”

“The EI strategy that I utilized the most to positively impact my self-management is putting a mental recharge into my station. I utilized this strategy to improve my self-management because, in order to better manage my emotions and myself, I needed to take a break from everything first. Putting a mental recharge into my station helped me to relieve stress from certain situations that dealt with my emotions, take a breather, and be able to sleep in certain situations. Overall, this helped me to first breathe and relax before reacting or dealing with my emotion. The EI strategy that I utilized the most to impact my social awareness is stepping into their shoes. I utilized this strategy to improve my social awareness because, in order to better understand other people and how my emotions affect them, I must step into their shoes first so that I can understand them. Stepping into other people's shoes will give me insight on how they feel and why they act/react in a certain way.”

Results indicate the direct, I-CORT-minded instruction was received as a personal and professional invitation. Furthermore, results also indicate the teacher-candidates’ increased EI may influence one’s worldview. Therefore, between the survey results and voluntary open-ended questions above, there is sufficient evidence to reject the null hypothesis for research questions 1 and 2.

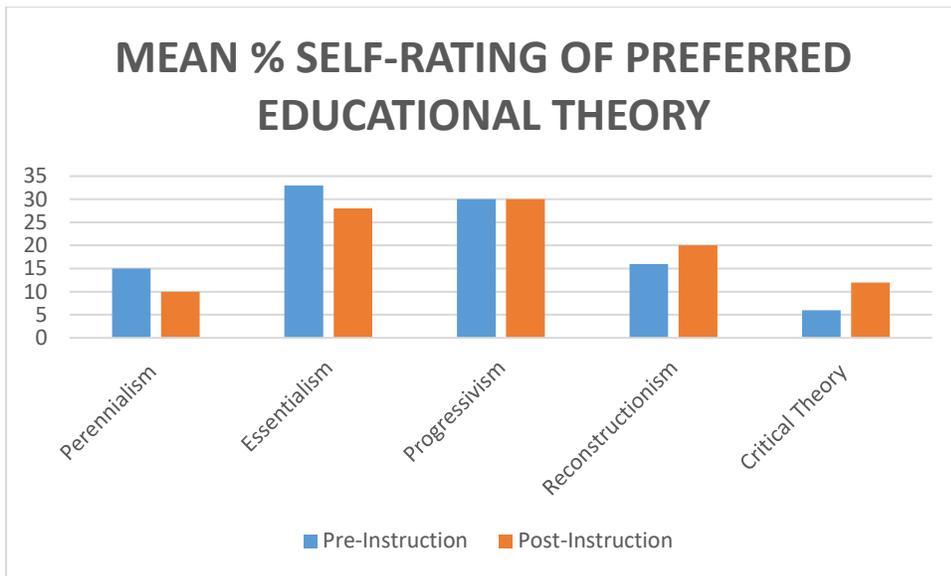


Chart 2: Mean Percentage of Self-Rating of Preferred Educational Theory

At the onset of this study, 48% of the teacher-candidates’ identified with teacher-centered Perennialism and Essentialism approaches to teaching and learning. Only six percent of the students’ results indicated Critical Theory as their preference. Students identifying Progressivism as their preferred educational approach remained consistent with their preference for this student-centered approach as noted by the before and after instruction responses that was steady at a 30% rate of preference. Direct instruction on Invitational Education theory and practice that modeled and exhibited I-CORT arguably influenced the exhibited increase in the students’ preference for a student-centered approach that emphasizes equity and social justice

Open-ended, reflective comments included:

“Both Progressivism and Existentialism are the major aspects of my educational philosophy because they are both student-centered. It is important in diverse classrooms to ensure that all students have a sense of freedom and a curriculum that focuses on them and their interests.”

“At the heart of my educational philosophy is a desire to transform the educational experience for all students through the power of art. I have experienced the transformative powers of art within my own educational experience....When I practice my teaching philosophy, I utilize Universal Design for Learning guidelines to establish a supportive environment where every student’s needs are met....My educational philosophy exists through my acknowledgment of growth and existentialist values; allowing students to assign meanings to their lives.”

“Anderson (2020) encourages ‘personal and professional opportunities to be intentionally caring, optimistic, respectful, and trusting (I-CORT) toward others’ pursuit of their human potential.’ Integrating these values in every classroom and every student’s education will allow students to feel respected, cared, and comfortable in their learning environment.”...The two major philosophies of education that I agree with most are progressivism and existentialism (Parkay &

Stanford, 2010). One of the main objectives in a progressivist approach is to educate the “whole child” - physical, emotional, and intellectual growth....”

“The initial survey resulted in the higher score under existentialism...In the second survey...I received the highest score under progressivism, which I believe works well with existentialism as both focuses on the child rather than the subject (Parkay, 2010). Students express themselves based upon their personal experiences and as teachers we can take relevant information and integrate this into the curriculum...”

“I would consider the professor's manner of teaching a strength in this course. I appreciated his efforts to encourage student participation, and the class didn't feel boring.”

“Class discussions were very effective and I think they helped students understand homework and become more motivated to move forward in the course.”

“The course taught me so much about being more comfortable while talking in front of people. It allowed me to come out of my shell and get a hint of what teaching feels like.”

“This course has definitely laid the foundation for me to become a successful teacher. I have learned so much about Education and overall myself. The course material on Brightspace was presented clearly, the professor explained all material well, and provided a safe learning environment for us.”

“The course had a lot of learning supports and is well organized.”

As noted in Chart 2 above, students’ post-instruction self-survey results exhibited a 45% shift in their preferred educational theory for teaching and learning. This indicates the direct, I-CORT-minded instruction was not only received as a personal and professional invitation but also influenced many teacher-candidate’s perspective regarding the need for student-centered instruction that emphasizes equity and social justice. Thus, between the survey results noted above and voluntary open-ended questions below, there is sufficient evidence to reject the null hypothesis for research question 3.

Practical and future implications.

Given the established importance of the influential link between emotions, thinking, and one's planning (Izard, 2001), the results of this study identified the degree to which a teacher-candidate’s demonstrated emotional intelligence behaviors correlate with dimensions of Invitational Education (IE) theory. Additional analysis identified the statistical strength of potential correlations between demonstrated emotional intelligence sub-skills and potential influence upon one’s worldview and preferred educational theory. The awareness and management of emotions, as well as perception of emotions by others, provide critical elements to promote success (Cherniss, 2010). Teacher-candidates trained to develop emotional intelligence as part of their professional development repertoire can proactively utilize both their cognitive and metacognitive skills (Brackett & Katulak, 2007). Invitational Education (IE) theory contributes to school effectiveness by the way that its stakeholders demonstrate care for, and support of, the efforts of others (Halpin, 2003; Purkey & Siegel, 2013).

Recommendations for future practice.

Currently, explicit course work in both emotional intelligence behaviors within the workplace and demonstrated professional dispositions that integrates educational approaches promoting equity and social justice is missing from many Educator Preparation Programs (EPPs). Future teacher-candidates would therefore benefit from EPPs that identify expectations for skill development aligned with emotional intelligence competencies and advancement of equity and social justice. Previous studies by Rojas (2012) and Anderson (2016) asserted three needs for optimal emotional intelligence development among teacher-candidates:

1. Development of emotional intelligence begins with a commitment to change.
2. Application of emotional intelligence learning that is optimized within environments favorable to emotional intelligence development.
3. Pursuit of an ideal allowing interdependent application of all other emotional intelligence competencies.

Adopting the linear change process entailing awareness, acceptance, and action (Anderson, 2016) will be beneficial for all Educator Preparation Programs. This research supports the benefit of optimizing a teacher-candidate's demonstrated emotional intelligence to promote equity and social justice. However, when seeking reform, it is not enough to want to change or need to change. To be effective, stakeholders of EPPs must experience change after first becoming aware of the need for change. Only then will there be consistent acceptance of the need for change. Only then will relevant and effective actions be undertaken. This study identified the benefits of intentionally inviting development of demonstrated emotional intelligence skills. These skills can be professionally developed. Demonstration of emotional intelligence skills could be influential for mitigating stress, improving job satisfaction, and optimizing school climate that contributes to school success. Therefore, the findings of this study should influence Educator Preparation Programs in their preparation and training of future teacher-candidates and educational leaders.

References

- Anderson, C.J. (2016). *A correlational study examining demonstrated emotional intelligence and perceptions of school climate*. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses, [10027119](#)
- Anderson, C. J. (2019). A leader's emotional self-control and management of others impacts a school's climate. *Journal of Invitational Theory and Practice*, 25, 39-57.
- Bear, G. G., Yang, C., Pell, M., & Gaskins, C. (2014). Validation of a brief measure of teachers' perceptions of school climate: relations to student achievement and suspensions. *Learning Environments Research*. doi:10.1007/s10984-014-9162-1
- Brackett, M. A., & Katulak, N. A. (2007). Emotional intelligence in the classroom: Skill-

- based training for teachers and students. In J. Ciarrochi & J. D. Mayer (Eds.), *Applying emotional intelligence: A practitioner's guide*, 1-27. Psychology Press.
- Bradberry, T. R., & Greaves, J., (2009) *Emotional intelligence 2.0*. TalentSmart. ISBN: 1441842233
- Bradberry, T. R., & Su, L. D. (2006). Ability-versus skill based assessment of emotional intelligence. *Psicothema*, 18, 59-66. Retrieved from: <http://www.ncbi.nlm.nih.gov/pubmed/17295959>
- Burns, G., & Martin, B. N. (2010). Examination of the Effectiveness of Male and Female Educational Leaders Who Made Use of the Invitational Leadership Style of Leadership. *Journal of Invitational Theory & Practice*, 1629-55. Retrieved from EBSCOhost
- Chehrazi, S., Hoseini Shakib, M., & Askari Azad, M. H. (2014). A study on the Relationship between emotional intelligence, organizational commitment and organizational citizenship behavior. *Management Science Letters*, 4(6), 1103–1106. doi:10.5267/j.msl.2014.5.022
- Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 3, 110–126. doi:10.1111/j.1754-9434.2010.01231
- Ciarrochi, J. V., Chan, A. Y. C., & Caputi, P. (2000). A critical evaluation of the emotional intelligence construct. *Personality and Individual Differences*, 28, 539–561. doi.org/10.1016/s0191-8869(99)00119-1
- Cooper, C.E., & Crosnoe, R. (2007). The engagement in schooling of economically disadvantaged parents and children. *Youth and Society*, 38(3), 372-391. doi.org/10.1177/0044118x06289999
- Cuthrell, K., Stapelton, J., & Ledford, C., (2010). Examining the culture of poverty: Promising practices. *Preventing School Failure*, 54(2), 104-110. doi.org/10.1080/10459880903217689
- Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106(6), 1047–1085. doi:10.1111/j.1467-9620.2004.00372.x
- Denzin, N. K., & Lincoln, Y. S. (2022). *The SAGE handbook of qualitative research (5th ed.)*. Sage Publications. ISBN: 978-1483349800
- Gignac, G. E. (2010). Seven-Factor model of emotional intelligence as measured by Genos EI: A confirmatory factor analytic investigation based on self- and rater-report data. *European Journal of Psychological Assessment*, 26(4), 309-316 doi.org/10.1027/1015-5759/a000041
- Leedy, P. D., & Ormrod, J. E. (2015). *Practical research: Planning and design* (11th ed).

Pearson Education. ISBN 978-0133741322

- Lieber, E., & Weisner T. S. (2010). Meeting the practical challenges of mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Mixed Methods in Social & Behavioral Research 2nd Ed.*, (pp. 559-611). SAGE Publications.
doi.org/10.4135/9781412939584.n380
- Marzano, R. & Waters, T.(2009). *District leadership that works*. Bloomington, In: Solution Tree Press
- Maulding, W. S., Peters, G. B., Roberts, J., Leonard, E., & Sparkman, L. (2012). Emotional intelligence and resilience as predictors of leadership in school administrators. *Journal of Leadership Studies*, 5(4), 20-29.
doi.org/10.1002/jls.20240
- Moll, L., González, N., & Amanti, C. (2009). *Funds of knowledge: Theorizing practices in households, communities, and classroom*: Routledge
- Palmer, B. R., Stough, C., Harmer, R., & Gignac, G. E. (2009). The Genos Emotional Intelligence Inventory: A measure designed specifically for the workplace. In C.Stough, D. Saklofske, & J. Parker (Ed.), *Assessing emotional intelligence: Theory, research & applications* (pp. 103-118).doi.org/10.1007/978-0-387-88370-0_6
- Purkey, W. W., & Novak, J. M. (1996). *Inviting school success: A self-concept approach to teaching, learning, and democratic practice* (3rd ed.). Belmont, CA: Wadsworth Publishing Company. Retrieved from:
<http://invitationaleducation.net/featuredbooks.html>
- Purkey, W. W., & Novak, J. M. (2016). *Fundamentals of invitational education*. (2nd Ed) International Alliance for Invitational Education. Retrieved from:
<http://invitationaleducation.net/product/category/books>
- Purkey, W. W., Schmidt, J. J., & Novak, J. M. (2010). *From conflict to conciliation: How to defuse difficult situations*. Thousand Oaks, CA: Corwin Press. ISBN: 9787452212104
- Purkey, W. W., & Siegel, B. L. (2013). *Becoming an invitational leader: A new approach to professional and personal success*. Atlanta, GA: Humanics. Retrieved from:
<http://invitationaleducation.net/featuredbooks.html>
- Roach, A. A., Wyman, L. T., Brookes, H., Chavez, C., Heath, S. B., & Valdes, G. (1999). Leadership giftedness: Models revisited. *Gifted Child Quarterly*, 43(1), 13–24.
doi:10.1177/001698629904300103
- Roe. K. (2019) Supporting student assets and demonstrating respect for funds of knowledge. *Journal of Invitational Theory and Practice*, v25 p5-13

- Rosete, D., & Ciarrochi, J. (2005). Emotional intelligence and its relationship to workplace performance outcomes of leadership effectiveness. *Leadership & Organization Developmental Journal*, 26(5), 388-399. doi.org/10.1108/01437730510607871
- Sackett, P. R., Zedeck, S., & Fogli, L. (1988). Relations between measures of typical and maximum job performance. *Journal of Applied Psychology*, 73(3), 482-486. doi:10.1037/0021-9010.73.3.482
- Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9 (3), 185-211. doi.org/10.2190/dugg-p24e-52wk-6cdg
- Schmidt, J. J. (2004). Diversity and invitational theory and practice. *Journal of Invitational Theory & Practice*, 10, 27-46.
- Schmidt, J. J. (2007). Elements of diversity in invitational practice and research. *Journal of Invitational Theory & Practice*, 13, 16-23.
- Tan, C. (2006). Philosophical perspectives on education. In Tan, C., Wong, B., Chua, J.S.M. & Kang, T. (Eds.), *Critical Perspectives on Education: An Introduction* (pp. 21-40). Prentice Hall
- Vogt, D. S., & Colvin, C. R. (2005). Assessment of accurate self-knowledge. *Journal of Personality Assessment*, 84(3), 239-252. doi.org/10.1207/s15327752jpa8403_03

To contact the author:

Chris James Anderson, Ed.D.
ucan@rcn.com