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Los Angeles

What Factors Influence Teachers' Engagement in Practices and Strategies that Promote
Students' Emotional Wellbeing?

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Education

by

Loren Shuji Nomura

2021

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ABSTRACT OF THE DISSERTATION

What Factors Influence Teachers' Engagement in Practices and Strategies that Promote
Students' Emotional Wellbeing?

by

Loren Shuji Nomura

Doctor of Education

University of California, Los Angeles, 2021

Professor Mark Hansen, Chair

Given that students spend anywhere from 25-35 hours per week at school, educators, support staff, and school administrators have a responsibility to care for students. Teachers are tasked with implementing emotionally intelligent behaviors to provide an environment where students feel like they can reach their personal and academic goals. When discussing emotional intelligence, my dissertation uses the Mayer-Salovey-Caruso (2014) four pillared model of “perception of emotions, understanding emotions, regulating emotions, and using emotions” as a framework for my overall approach, which includes my research questions and hypotheses, survey instrument questions, and interview protocols.

My study surveyed 56 K-12 educators from six schools in Southern California. The six schools included three public and three private schools, spanned the grade levels from K to 12, and varied in terms of the socioeconomic status of students' families (percentage of students

qualifying for Free/Reduced Lunch ranged from 1% to 72%). As it relates to addressing student wellbeing, the educators were asked a variety of questions, such as what issues they perceived as most adversely impacting their students, to matters of teacher self-efficacy and classroom practices. Follow up interviews were then conducted with six credentialed educators, each representing different grade level divisions (elementary, middle, and high school), with half of the educators having taken no courses on emotional intelligence. Coding and statistical analyses were conducted, and resulting composite scales were determined to see what patterns emerged that linked teacher supports, self-efficacy, and engagement factors to the implementation of emotionally intelligent practices and classroom strategies.

The results indicated that teachers felt that teacher credential programs should incorporate courses that helped teacher candidates develop emotionally intelligent behaviors, and that such curricula should be reformed to reflect input from educators and support staff. The findings of my dissertation therefore provide important implications for how administrators and higher education teacher programs can best support and train new teachers so that student wellbeing is effectively addressed to the greatest extent possible.

The dissertation of Loren Shuji Nomura is approved.

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2021

Dedication Page

First and foremost, I would like to take the opportunity to thank my parents and brother for all their support throughout my entire life. Without them, it would not be possible for me to have all the opportunities I have been fortunate enough to have. Moving away from Hawaii to live in Los Angeles was a big move for me, but they recognized this program as a great opportunity and have been my best supporters through thick and thin.

In addition to my immediate family, I would like to thank my grandparents. While I unfortunately did not have the opportunity grow up and learn with all of them, I did have the privilege of spending most of my adult life being influenced by the teachings of my late grandfather. It is through his example that I learned the importance of hard work, dedication, and good morals. Finally, I would also like to thank my ‘second family’ here in Los Angeles; my late grandmother’s relatives who always welcomed me into their homes and helped me settle into Los Angeles for the past three years. Whether it was spending time watching TV, playing with their pets, or just chatting about random events and topics, being with family meant that I never truly felt alone and isolated. For this and so much more, I will forever be grateful to you all.

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Finally, I would like to acknowledge my fellow ELP cohort members. Without each other, we would not have made it to the end, as we relied heavily on one another to get us through the difficult times in this program. I will certainly miss our venting sessions and shared grief and stress over this program. More than anything, though, what I take away from this program will not be anything of academic importance, but rather lifelong and meaningful friendships that I will treasure for a lifetime. There is no one else I would have wanted to go through this journey than each cohort member of ELP 26.

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CHAPTER ONE: INTRODUCTION

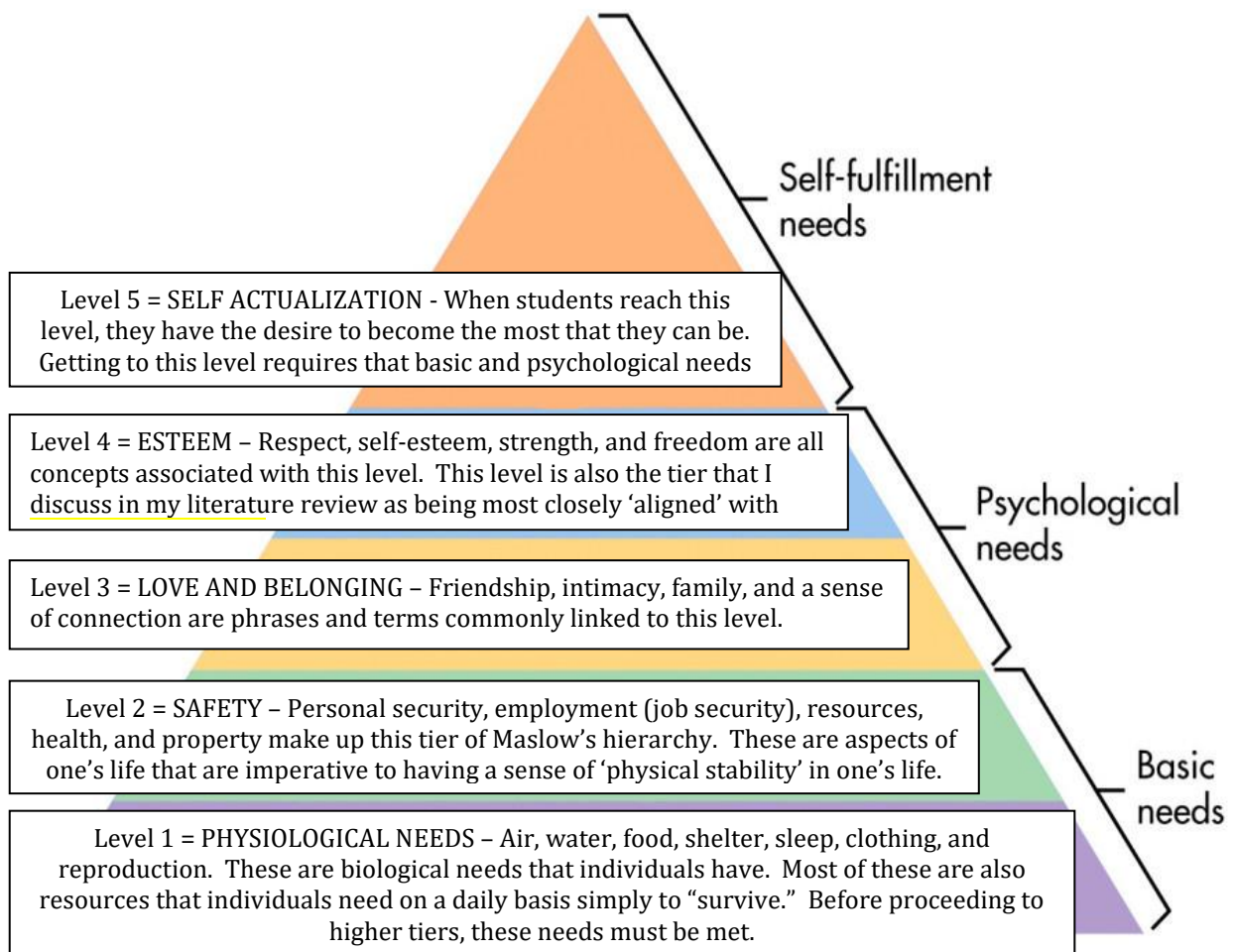
Ninety percent of the world's children spend 25-35 hours each week in a school setting (Stough, Kang, & Lee, 2018). As the responsibility for students' wellbeing shifts from parents to school personnel during school hours, administrators, teachers, and other school personnel must think of how they will effectively meet the emotional needs of their students. The benefits of supporting students' mental health and wellbeing are generally acknowledged (Brugman & Ferguson, 2002). Research has shown that supporting students' emotional health not only has obvious health benefits, thereby decreasing the demand for mental health services, but that students are more successful because they know and can manage themselves, understand the perspectives of those around them, and make decisions in ways that are personally and socially sound (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Farrington, Roderick, Allensworth, Nagaoka, Keyes, Johnson, & Beechum, 2012). Students may become better engaged with learning, which can lead to positive outcomes with regard to educational achievement and attainment (Harden, Oakley, & Oliver 2001). The importance of meeting the emotional needs of learners and addressing "the cultural, social and economic factors which can limit aspiration and participation" is well documented (Warwick, Maxwell, Statham, Aggleton, & Simon, 2008, p. 2). To address such needs, expert subject teaching tailored to individual needs as well as accessible and professional teaching support services, which includes guidance and counselling for teachers, need to be "attuned to the needs of learners" (Department for Education and Skills, 2006, p. 17).

Background of the Problem

In his published 1943 paper, “A Theory of Human Motivation,” Abraham Maslow outlined a theory that consisted of a five-tiered pyramid hierarchy of essential needs that humans have. According to this theory, students cannot function in a learning environment until the “lower tier” needs of the students are met, in this case physiological and safety needs (McLeod, 2019). If these basic needs are met, then students can “progress” to the higher tiers of the pyramid, until they reach “self-actualization.”

Figure 1.1

Maslow’s Hierarchy of Needs



In accordance with Maslow's hierarchy as pictured, the objective of an educator is to provide students with a learning environment where achieving "self-actualization" is the goal. Using this as a basis for cultivating an environment where students' feel that their emotional and psychological needs are being met (levels three and four), the education system at large needs to first focus on addressing their physiological and safety needs, topics that are discussed at greater length in Chapter Two. Through the lens of Maslow's hierarchy, I associate the fourth level of "esteem" as being most closely related to emotional wellbeing, which I define as having confidence, a positive or optimistic outlook, and resilience in dealing with life's challenge. This working definition of emotional wellbeing is also further discussed at the beginning of Chapter Two. Ultimately, research cited in the subsequent chapter suggests that effectively addressing student emotional wellbeing not only carries a sense of moral responsibility amongst educators, but also is a prerequisite for higher academic achievement.

Statement of the Project

The purpose of my research was to understand some of the issues that teachers perceive as affecting their students' emotional wellbeing, the extent to which teachers engage in efforts to support student wellbeing, and self-efficacy of teachers as it relates to these areas. In doing so, I investigated what supports and barriers they face as they relate to addressing their students' needs related to Maslow's hierarchy, especially with regards to level four's "emotional wellbeing." Finally, I explored how education systems can better support their teachers in addressing the social emotional needs of their students by also building self-efficacy as it pertains to cultivating a welcoming space for students to feel heard and nurtured.

Research Questions

To explore how education systems can better support their teachers in addressing the social emotional needs of their students, my study addressed the following research questions. These research questions concern various factors that may influence teacher emotional intelligence and self-efficacy as it relates to a teacher's ability to implement emotionally intelligent behaviors.

1. What factors do teachers perceive as affecting their students' emotional wellbeing?
2. To what extent do teachers exhibit emotional intelligence?
3. To what extent do teachers feel equipped, if at all, to support students' emotional wellbeing?
4. To what extent do teachers engage in practices and strategies that promote student wellbeing?
5. What factors affect teachers' self-efficacy and engagement in practices/strategies that promote student wellbeing?
 - a. To what extent have teachers received training, as it relates to addressing student wellbeing?
 - b. What roles and responsibilities, if any, do teachers feel they have as it relates to addressing student wellbeing?
 - c. What external factors in a teacher's workplace affect a teacher's ability to promote student wellbeing.

Research Design

My dissertation is both descriptive (research questions one through four) and explanatory (research question five) in nature. As part of my dissertation, I conducted surveys and interviews, however formal observations of students or teachers were not conducted. All surveys

were administered online, and interviews took place via web conference. The study was a sequential mixed methods in that the survey was conducted first, with interviewee participants being selected shortly after the conclusion of the surveys being administered. The survey and interview data were used to answer some of the same questions.

Significance of My Study

Research has made it clear that teachers have a strong influence on their students' educational outcomes (Anderson & Keltner, 2004). There is substantial evidence indicating that schools make a difference in terms of student achievement, and the significant factor in that difference is attributable to teachers. Specifically, differential teacher effectiveness is a strong determinant of differences in student learning (Darling-Hammond, 2000; Perry & Ball, 2008). At the same time, however, U.S. based research indicates that teachers feel poorly equipped or reluctant to consider and address the emotional health of their students (Koller & Bertel, 2006). Supporting the emotional health of youth requires teachers to be adaptable and sufficiently trained to be capable of developing a skillset that fulfills the emotional needs of students. Today, however, teachers are increasingly concerned about student wellness and how to best cultivate an environment where students feel safe (Zeiger, 2019).

As a teacher myself, I often felt underprepared to effectively address the emotional needs of my students and felt that having a class on emotional intelligence would have been beneficial in this regard. As part of a research methodology interview assignment conducted in a previous class, I asked active K-12 teachers what they thought about their jobs as it relates to dealing with the emotional wellbeing of their students. Of the seven teachers I approached, all of them stated that they had not been trained in addressing these issues. Moreover, they all felt that receiving such training would have been beneficial. In addition to providing a 'catalyst' for the selection

of my dissertation topic, their responses support the assertion that more needs to be done to help address the emotional and social needs of students.

Consequently, the findings of this study are important because universities can use the research to inform their systems of support regarding their teacher credentialing programs of study, thereby helping their teacher candidates to be better prepared to serve the emotional and psychological needs of their students. Currently, most universities do not include a course specifically focused on emotional intelligence as part of their teacher credentialing programs. That includes the University of California, Los Angeles' teacher preparation program. If a significant number of new teachers feel that having courses that assist them in addressing the emotional wellbeing of students are beneficial, then universities may be more prone to including such courses in their teaching curriculums. As such, more research is needed that documents teachers' views in relation to their students' emotional health or their levels of confidence in providing appropriate support. The findings of this dissertation provide insight in this area, wherein nearly half (18 of 38 respondents) of those surveyed indicated that they did not receive training on any aspect of emotional intelligence in their teacher credentialing programs. Moreover, two of the three interviewees who had taken such a course during their credential program reported that the course was either not helpful or superficial at best. The results of my dissertation therefore suggest that teachers may benefit from the inclusion of a course on addressing student wellbeing in their credentialing programs in a way that incorporates feedback from existing educators and education stakeholders that are on the 'frontlines' of supporting our most at-risk youth. In turn, this research could also inform school administrators on how to best support their teachers in a way that helps build a school culture where each student feels like they are emotionally supported.

CHAPTER TWO: LITERATURE SYNTHESIS

In the following literature synthesis, I begin by reviewing definitions of emotional wellbeing, which is a central construct in this research study. Next, I review research related to the importance of emotional health within the context of K-12 environments, using Maslow's hierarchy (Maslow, 1943) as a framework for how it provides a visual representation of the different "tiers" of physical and emotional needs that must be met for students to be intrinsically motivated to perform any given task as it relates to schools as institutions of learning. I then focus on various factors influencing student emotional health, such as bullying, socioeconomic status, and gender identity. Once these factors have been explored, I then discuss emotionally intelligent behaviors and practices that teachers exhibit to help support the emotional needs of their students as viewed through the lens of the Mayer-Salovey-Caruso four-tiered model of emotional intelligence (Mayer, Salovey, and Caruso, 2014). The degree to which these behaviors are exhibited by teachers is further influenced by both external and internal stressors, systems of support, and constraints and barriers that are subsequently outlined. A discussion of existing literature is also included as it relates to ways that education stakeholders in the community can help support teachers in developing strategies that reflect emotionally intelligent behaviors. Finally, I conclude the literature review by presenting a framework that summarizes and connecting the key concepts addressed in this review. This framework not only provides clarity about the focus of the current study but also informs the study design, including the survey instrument and interview protocols that will answer the aforementioned research questions.

What is “Emotional Wellbeing” in the Context of K-12 Education?

“Emotional wellbeing,” along with “mental health” and “emotional health,” is a concept with widespread use across multiple disciplines (Humphrey, Fitzgerald, Deighton, & Wolert, 2012). Despite this widespread interest in emotional health as a concept, there is not currently a consensus definition (Amerijckx & Humblet, 2014; Coleman, 2009). In fact, while some define wellbeing as multidimensional, most only examine it in one dimension or aspect (Amerijckx & Humblet, 2014; Bradshaw, Hoelscher, & Richardson, 2006; Pollard & Lee, 2003). Weare (2004) defines emotional wellbeing as “the ability to understand ourselves and other people, and in particular to be aware of, understand, and use information about the emotional states of ourselves and others with competence” (p. 2). This includes the ability to understand, express, and manage our own emotions. Moreover, the Center for Disease Control defines wellbeing in its simplest form as “judging life positively and feeling good” (CDC, 2020, p.4). Again, while there is no single, agreed upon consensus on what “emotional wellbeing” constitutes, the Centers for Disease Control has measured wellbeing using various metrics or surveys, such as the National Health Nutrition Examination Survey (NHANES) and National Health Interview Survey (NHIS).

According to Ben-Arieh, Casas, Fronces, and Korbin (2014), the study of children and adolescents’ wellbeing should take into consideration factors such as living conditions, children’s perceptions and aspirations regarding their own lives, and the evaluations of other relevant social agents (including teachers). As such, the wellbeing of students has a subjective element to it in that it takes into account the perceptions of adolescents and teachers (Dolan & Metcalfe, 2012). In line with other research, Navarro, Montserrat, Malo, Gonzalez, Casas, and Crous (2017) further elaborated on the definition of adolescent wellbeing as not so much a concrete statement of how it’s defined, but rather as a function of positive and negative affect or

elements (Casas, Ortega-Ruiz, & Del Rey, 2015). Moreover, Amerijckx, and Humblet (2014) expands on the previous studies by conceptualizing emotional wellbeing as a function of five core “axes”: positive versus negative affect, subjective versus objective measures, process versus state, material versus spiritual, and individual versus community.

For the purposes of my study, I define student emotional wellbeing as having confidence, a positive or optimistic outlook, and resilience in dealing with life’s challenges. This definition incorporates aspects of feeling good (optimistic outlook) and the ability to manage one’s emotions effectively (resiliency), facets that include elements of the definitions put forth by both Weare (2004) and the Centers for Disease Control (2020). Within the context of K-12 education, students with a high level of emotional wellbeing can use their sense of confidence, optimism, and resiliency in ways that lead to higher levels of academic attainment as students are more engaged at school. This sentiment aligns with the collective findings of the aforementioned studies and research, especially as they relate to positive and negative affect and the perceptions associated with affect.

Why is Emotional Wellbeing Important?

Issues related to emotional wellbeing are widespread and therefore affect a large number of students (World Health Organization, 2019; Villareal, 2018). In fact, approximately 10% of today’s adolescents are burdened with a level of mental illness so severe that it impairs their emotional, behavioral, and developmental needs, while 20% of school-aged children suffer from significant emotional and behavioral problems (Villarreal, 2018). This is further backed up by the World Health Organization (2019), which reported that an estimated 10–20% of adolescents globally experience mental health conditions, yet these remain underdiagnosed and untreated (Lawrence, Gootman, & Sim, 2009). Over the last 25 years there has been an increase in

reported behavioral and emotional problems among young people (Warwick, Maxwell, Statham, Aggleton, & Simon, 2008). This worrisome trend is accompanied by a 70% increase in emotional problems (Collishaw, Maughan, Goodman, & Pickles, 2004). In a paper on how to support at risk youth who repeatedly engage in self-harming practices, Hurray & Storey (2000) explored the views and experiences of 74 individuals ages 16-22 and found that 16- to 19-year-olds are thought to be at greater risk of mental health problems relative to other age groups. During this critical time of their lives, approximately half (38 participants) reported a lack of social support (Hurray & Storey, 2000, p. 4). Statistics such as these highlight the need for teachers to be adequately equipped to address the emotional needs and wellbeing of their students.

Given the prevalence of adolescents who suffer from poor emotional wellbeing, discussions that center around emotional wellbeing have become more common in education, as it is often linked to concerns over the pressures and complexities of growing up. When student emotional wellbeing is supported, it leads to higher levels of academic attainment as students are more engaged at school (Morrison & Vorhaus, 2012). When children do not feel like their emotional needs are being met, the classroom environment will not be conducive to learning (Stearns, 2019). Students with emotional problems are much more likely to do poorly at school and are twice as likely to have difficulty in reading, spelling, and mathematics (Richards & Huppert, 2011). Other research also highlights how academic indicators are associated with addressing the emotional wellbeing of students. Bucker, Nuraydin, Simonsmeier, Schneider, & Luhmann (2018) conducted a meta-analysis on subjective emotional wellbeing and academic achievement. This meta-analysis included studies conducted over the past four decades to determine if the magnitude of the relationship between wellbeing and academic achievement

changed over time. While most of the included studies used objective or self-reported GPA as measures of academic achievement, other measures included standardized achievement tests such as the Trends in Mathematics and Science Study (TIMSS). When referring to “wellbeing,” Bucker et al. (2018) considered “overall life satisfaction” and a term they referred to as “academic wellbeing,” which was defined as “how students subjectively evaluate and emotionally experience their school lives,” (Bucker et al., 2018, p. 86). The results of the meta-analysis showed that while low-achieving students do not necessarily always report low subjective wellbeing, the correlation between academic achievement and wellbeing is statistically significant. As a caveat, Bucker et al. (2018) noted that other confounding variables weaken this correlation. For example, a high “average achievement level of a class” can positively impact the academic achievement of a student in that class, while “having a rather negative impact on the wellbeing of weak students” (p. 91). Nonetheless, the link between academic achievement and meeting the emotional needs of students has also been explored and established in other studies (Qualter, Gardner, Pope, Hutchinson, & Whiteley, 2012). The findings of the UK study performed by Qualter et al. (2012) showed that when cognitive ability and personality are controlled for, emotional intelligence is a significant predictor of academic performance as measured through the results of a standardized General Certificate of Secondary Education examination. If the emotional wellbeing of students can be effectively addressed, not only will educators have fulfilled a moral obligation, but they will have made a meaningful and significant investment in improving academic achievement outcomes, while also fostering the innovation and creativity of today’s youth.

Indeed, a separate meta-analysis conducted by the Collaborative for Academic, Social, and Emotional Learning (CASEL) reviewed more than 300 studies that showed that programs

that emphasize social aspects of learning and that incorporate aspects of attending to emotional wellbeing improve emotional skills and self-efficacy in students, are were associated with a 11-17% increase in academic performance (Berger, Alcalay, Torretti, & Milicic, 2011; Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, & Pachan 2008). On the flipside, when the emotional needs of students are neglected, they are more likely to have trouble concentrating, leading to disruptive and off task behavior (Nelson, Benner, Reid, Epstein, & Currin, 2002). Many of these behaviors can lead to some form of discipline within the school setting. Although disciplinary action is used to punish the unwanted behavior, it does not address the reason for the behavior (Stanley, Canham, & Cureton, 2012). Over time, their academic performance may decrease, thereby making students less likely to enroll in higher education, which in turn leads to less successful outcomes in terms of seeking out desired employment opportunities and professional career goals (Kokko & Pulkkinen, 2000; Suldo, Thalji, & Ferron, 2011). In short, effectively addressing the emotional wellbeing of students enables them to reach self-actualization, which creates opportunities for students to be successful both academically and personally.

What Factors are Thought to Influence Emotional Wellbeing?

When examining factors that are thought to influence the emotional wellbeing of adolescents, first and foremost, children must feel like they are in a safe environment and that their basic needs are being met (Maslow, 1943). Maslow's theory is also mirrored somewhat in another commonly cited model of human needs: Self Determination Theory (SDT). While notable differences exist between each model, SDT posits that along with the need for autonomy and "self-competence," humans have an innate need to experience feelings of relatedness to others (Rasskazova, Ivanova, & Sheldon, 2016). The pyramid is used to describe how humans

intrinsically show behavioral motivation toward a particular task (Maslow, 1943). While general factors that influence the safety of children as a whole are discussed in the next section, within the context of academic settings, when educators attempt to meet the emotional needs of their students, physiological and safety needs must first be “secured.”

Related to Maslow’s tiered hierarchy, there have been studies that link specific indicators in a classroom to student safety and the emotional needs of students. While some school environments feel friendly and have an overall feeling of being “safe,” others feel exclusionary and unwelcoming. Many studies have therefore shown that school climate can have a positive influence on the health of the learning environment; conversely, it may also become a significant barrier to learning by preventing optimal learning and development (Kuperminc, Leadbeater, & Blatt, 2001). As it relates to school climate and barriers to learning, bullying has been an issue that teachers have had to confront. Such behavior must be proactively addressed across the whole school, as there is increasing evidence that it is school culture that either limits or sustains bullying behaviors (Skiba et al., 2006). In addition, in order to support both academic excellence and emotional wellbeing, Hattie (2009) notes that making mistakes needs to be regarded as a welcomed part of learning. Embedded in the school culture and as enforced by classroom teachers, schools must therefore foster an environment where students are not scared to admit they could have done something differently, which helps to address Maslow’s third level, a type of psychological need (Maslow, 1943). If students learn in an environment where mistakes are welcomed and appreciated, students will be empowered to take “healthy risks” through positive participation, thereby viewing mistake making as an opportunity to grow emotionally (Hattie, 2009). If teachers themselves make mistakes and model by example how such “missteps” lend to lifelong learning, students will be further empowered to venture out of their “comfort zone”

and exhibit positive growth. This act of encouraging mistakes as an opportunity to learn and grow also promotes positive and trusting relationships (Roffey, 2012). Furthermore, Martin and Dowson (2009) state the importance of positive relationships by claiming that such relationships with others are “cornerstones of young people’s capacity to function effectively in social, affective, and academic domains” (p.351).

School climate is often viewed through the lens of school safety and is essential for learning (Cornell & Mayer, 2010). In alignment with Maslow’s tiered hierarchy of motivational needs, a safe school environment is commonly described as “an environment that is free from bullying, victimization, and violence,” (Kutsyuruba et al., 2015). On the flipside, Holley and Steiner (2005) have identified a plethora of “unsafe classroom variables,” which could be attributed to the instructor, students, or the physical environment. By way of example, unsafe variables attributable to the instructor could include chastising students or being biased or judgmental, while students could also contribute toward an unsafe classroom environment if they are intimidated by others or close minded when working with their peers. Physical unsafe variables also have the potential to adversely affect classroom culture and school climate and could include “small or cramped rooms and uncomfortable temperatures” (p. 58). Although there is no consensus as to which dimensions or factors are essential to measuring school climate (Kutsyuruba et al., 2015), the National School Climate Center (2007) identified five elements of school climate: (1) safety (e.g., rules and norms, physical security, social–emotional security); (2) teaching and learning (e.g., support for learning, social and civic learning); (3) interpersonal relationships (e.g., respect for diversity, social support from adults, social support from peers); (4) institutional environment (e.g., school connectedness, engagement, physical surroundings); and (5) staff relationships. According to the descriptions

provided by Maslow (1943), the “safety” element of school climate would represent a precondition required to reach “love, belonging, and esteem,” and therefore aligns with Maslow’s second level. Three other elements of school climate, namely institutional environment, interpersonal relationships, and staff relationships would align with Maslow’s hierarchy up to the third “love and belonging” (institutional environment) and fourth “esteem” level, respectively, the latter two of which partly encompass “emotional wellbeing.” Other bodies of work seem to mirror these elements as it pertains to school safety, as Thapa, Cohen, Guffey, & Higgins (2013) also acknowledge that having a positive school climate includes having solid safety procedures, cultivating positive relationships, implementing proactive teaching and learning, and having physical resources that support learning. To better align the points previously mentioned in this paragraph to Maslow’s hierarchy, an adapted version of Maslow’s hierarchy with the corresponding elements of school climate is given in Table 2.1 below.

Table 2.1.

How Maslow's Hierarchy of Needs Aligns with Indicators of Student Progress

Maslow's Hierarchy of Needs (Maslow, 1943)	Hierarchy as Applied to K-12 Students
5. Self-actualization: desire to become the most that one can be	Student outcomes. Increase in self-efficacy, intrinsic motivation for learning and personal growth, and engagement in opportunities that enable students to pursue their goals.
4. Esteem: respect, status, self-esteem, strength, freedom	Emotional health and wellbeing. Refers to having confidence, a positive or optimistic outlook, and resilience in dealing with life's challenge. This can manifest itself as academic grit with regards to problem solving and taking pride in one's work, despite any 'mistakes' that have been made.
3. Love and Belonging: sense of connection	School community culture. For example, school campus, school magazines and newsletters, access to clubs and extracurricular activities
2. Safety: personal security, resources, health, property	Aspects of school pertaining to ensuring student safety. Campus security, health facilities and access to school nurse, school alert systems and emergency plans/protocols.
1. Physiological: air, water, shelter, clothing, sleep, reproduction	Facility maintenance and basic life sustaining resources. Having snacks/lunch, access to clean water, basic dress code, and clean/filtered air (especially salient in times of COVID-19).

As the previously mentioned school climate indicator requirements are precursors to emotional wellbeing on Maslow's hierarchy, failure to meet one or more of these systems of supports adversely affects a teacher's ability to address the emotional wellbeing of their students. Conversely, a classroom that fulfills levels one through three on Maslow's hierarchy is one that cultivates an environment in which students and teachers can demonstrate cultural competence and emotional intelligence in a way that enables students to use their skills to demonstrate empathy and compassion for other's points of view (Aguilar, 2018). In such classrooms, students feel supported and therefore have the necessary foundation to meet the higher tiers of Maslow's hierarchy of tending to emotional wellbeing and self-actualization.

When examining Maslow's hierarchy within the context of how I have defined emotional wellbeing, there are several factors that affect adolescents. According to Bluth and Blanton (2015), the general presence of stress plays a huge and adverse role in the emotional wellbeing of today's youth; such stressors stem from a child's physiological needs, such as where they will get their next meal, or whether they will be a victim of bullying and experience a threat to their physical safety. In addition to the academic pressures of school, there are a myriad of other factors that negatively impact the emotional wellbeing of students, which include peer pressure, day-to-day family living conditions, family life, and changes in the rapid cognitive, physiological, and psychosocial changes that are a characteristic of this stage of development in one's life (Bluth & Blanton 2015; Bailey, Murphy, & Porock, 2011). More recently, other contributors to adolescent stress have been identified, such as a desire for greater autonomy, exploration of sexual identity, and increased access to and use of technology, giving way to cyberbullying. Furthermore, media influence and gender norms can exacerbate the disparity between an adolescent's lived reality and their perceptions or aspirations for the future (World Health Organization, 2019). Violence and challenges associated with socioeconomic status are recognized risks to mental health, as children and adolescents are especially vulnerable to sexual violence, which has a clear association with detrimental mental health (United Nations Office on Drug and Crime, 2018). Related to the "social divide," research has shown that children who possess resources that they can rely on such as social supports or education therapists and counselors are better prepared for a successful school transition than students lacking such resources (Becker & Luthar, 2002). As such, disadvantaged children in particular show deteriorating interest in academics (Lepper, Sethi, Dialdin, & Drake, 1997) and escalating levels

of emotional distress (McLoyd & Wilson, 1990; Ripple & Luthar, 2000) during the middle school years.

Collectively, while these factors affect the emotional wellbeing of adolescents both in and out of the classroom, the stressors that are associated with each inevitably make their way into the classroom. Still, a variety of other studies have been conducted to shed light on general factors within a school's climate that directly affect student wellbeing; findings which further overlap and reinforce conclusions drawn in research previously cited: bullying issues, the role of making mistakes, and having positive communication within relationships (Hattie, 2009; Dinham & Scott, 2000; De Nobile & McCormick, 2008). Other studies support prior research stating that a range of non-academic dimensions of school life such as climate and school satisfaction are important factors that influence the emotional wellbeing of students, and must therefore "be included in overall assessments of the quality of students' experience" in school (Murray-Harvey, 2010, p. 112; Zullig, Huebner, & Patton, 2010). In addition, Murray-Harvey (2010) also concluded that students' social and emotional adjustment to school, which can be described as "non-academic barriers to learning," can itself be a risk factor in influencing students' emotional wellbeing. These non-academic aspects of students' lives at school are important in that they influence school satisfaction (a student's view on their experiences in school) and school climate, which in turn affect student's emotional wellbeing (Zullig et al., 2010; Murray-Harvey, 2010).

Adding to the complexity of student "emotional wellbeing" is the ongoing COVID-19 pandemic, which has raised additional concerns about mental health in countries such as the United States that have been hit particularly hard. When many school districts moved to online schooling due to COVID-19, concerns about emotional wellbeing and other student needs caused student support professionals to further broaden their thinking. Indeed, when discussing mental

health, the ongoing trend is to couple mental health with an individual's personal problems. Within K-12 contexts, people hear emotional and mental health in schools and think it is only about therapy and counseling; however, the reality is that schools are involved in much more than just providing students with clinical services (Adelman & Taylor, 2020). As Adelman and Taylor (2020) point out, when addressing mental health in schools, education stakeholders must consider a number of different components, which includes "promoting social emotional development, enhancing resiliency and protective buffers, and building the capacity of all school staff to address barriers to learning and promote healthy development" (p. 11).

As it relates to addressing barriers and tending to emotional wellbeing, the ongoing COVID-19 pandemic has had significant and measurable impacts on American education at large. Within the educational context of today's times, the virus has exacerbated inequities in terms of who has access to a quality education when school campuses are closed (World Health Organization 2020; Blume, 2020). With the closure of school campuses, schools across the nation have turned to distance learning. As such, the issue of accessibility to such learning becomes front and center, especially in districts where a higher proportion of students are of low socioeconomic status. The usage of distance learning platforms and the emotional wellbeing of students has the potential to induce a "positive feedback" loop when considering mental health and academic achievement. According to Anderson & Perrin (2018), 17% of teenagers have had significant difficulty completing homework assignments because they do not have a reliable internet connection or computer, yet this number increases to 25% when considering only Black students. Furthermore, according to Ambrose (2020), while 8% of White students attend high poverty schools where more than 75% of the student body are eligible for free or reduced lunch, approximately 45% of African American and Hispanic children fit this criterion. Furthermore,

the ongoing COVID-19 pandemic has exacerbated existing inequities, as children with a higher rate of food insecurity are more likely to come from communities of color (U.S. Department of Agriculture, 2020). As such, students of color have been disproportionately impacted by the ongoing pandemic, as they lack access to school lunches, a basic physiological need of Maslow's hierarchy.

Beyond the adverse impacts of lacking access to food security, education is also a "necessary condition for socioeconomic upward mobility and poverty reduction," (Ambrose, 2020, p. 2). Since teaching platforms shifted to a virtual setting due to COVID-19, education became less accessible to children of color due to living in households that are typically less resourced, as layoffs in the job market hit adults of color the hardest (US Bureau of Labor Statistics, 2020). In the same vein, Weissberg (2016) states that a combination of social isolation, financial anxieties due to absence of parents who may have to complete essential working jobs, and a decline in academic achievement adversely affect a child's emotional wellbeing. Furthermore, up to 57% of adolescents turn to schools as the "de facto mental health system" for children who need care (Goldberstein, Wen, & Miller, 2020), highlighting the importance of schools as institutions that help to provide emotional stability and systems of support to students of all ages.

How Can Teachers Address the Emotional Needs of Students?

While the emotional wellbeing of children is a primary concern that parents worry about, research indicates that such concerns are secondary in school systems, given the dominant emphasis on academic outcomes and career readiness (Sanderse, Walker, & Jones, 2015). As such, more emphasis must be placed on implementing practices or behaviors that address the emotional needs of students. If teachers are to exhibit behaviors that effectively address the

emotional needs of students, an understanding of the struggles that students face is an important first step, which includes acknowledgement of current events and their potential implications on student learning and mental health. In order to accomplish this goal, teachers must therefore exhibit behaviors consistent with what Mayer et al. (2014) call the “four pillars” of emotional intelligence.

In Mayer et al.’s (2014) model, the first pillar—termed the “perception of emotion”—serves as a “prerequisite” for the other three pillars. In order to have a solid foundation in addressing the emotional wellbeing of students, teachers must first be cognizant of their ability to perceive their own emotions. After all, teachers experience a wide range of emotions while teaching and interacting with students, colleagues, parents, and administrators (Sutton & Wheatley, 2003; Hargreaves, 1998). According to Sutton and Wheatley (2003), self-perception of emotion in turn helps increase teacher awareness of the emotional needs of their students because it enables the teacher to be more observant and mindful of their surroundings. This point is further reinforced by Roffey (2012), who claims that teacher and student wellbeing are two sides of the same coin; teacher and student wellbeing are linked to each other. As such, helping to self-regulate and tend to one’s emotions is an essential part of emotional intelligence (Mayer, 2002), which “pertains to an individual’s capacity to reason about emotions and to process emotional information to enhance cognitive processes and regulate behavior” (Brackett & Katulak, 2006, p. 3). Teachers who have higher emotional intelligence are more aware of their environments and, thus, exhibit behaviors that are more conducive to addressing the emotional needs of their students.

Emotionally intelligent individuals are often described as well adjusted, warm, genuine, persistent, and optimistic (Ivcevic, Brackett, & Mayer, 2007). Emotionally intelligent teachers

set the tone of the classroom by developing supportive and encouraging relationships with their students (Jennings & Greenberg, 2013). First, they design lessons that build on students' strengths and abilities, establishing and implementing behavioral guidelines in ways that promote intrinsic motivation. Second, emotionally competent teachers exhibit pro-social behavior by acting as role models for respectful and appropriate communication (Hen & Sharabi-Nov, 2014). Teachers with high emotional intelligence therefore not only have strong beliefs about addressing the emotional wellbeing of their students and recognizing the emotional patterns and tendencies of themselves and their students, they also know how to generate and use such emotions to motivate learning in themselves and others (Jennings & Greenberg, 2009).

The remaining three pillars in Mayer's model include being able to use emotions to assist in thinking and decision making, understanding emotions in oneself and others, and effectively managing emotion in oneself. These processes are components of emotional information processing and are interrelated so that the more integrated processes, such as understanding emotion, build on the more basic processes, such as perception of emotion (Hen & Sharabi-Nov, 2014, p. 377).

In following Mayer's four pillared model of emotional intelligence, some studies have noted certain "school or teacher behaviors" that address the emotional health of students as belonging to each pillar. According to an international literature review conducted on behalf of the Australian Federal Government:

A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behavior. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state, characterized

by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimization and a high level of satisfaction with learning experiences.

(Noble et al., 2008, p.30)

Subsequently, Roffey (2012) stated that different behaviors that educators must exhibit when addressing the emotional wellbeing of their students align with one of seven different “pathways” given below (Roffey, 2012, p. 9):

- (1) Building a respectful and supportive school community
- (2) Developing pro-social values
- (3) Providing a safe learning environment
- (4) Enhancing social-emotional learning
- (5) Using strengths based approaches.
- (6) Fostering a sense of meaning and purpose
- (7) Encouraging a healthy lifestyle

Other studies have shown similar findings when discussing emotionally intelligent behavioral “pathways.” According to Nathanson et al. (2016), educators “understand how emotions enhance thinking and learning, relationships, decision making, and wellbeing,” while also integrating “tools, activities, and specific lessons” to develop the emotional intelligence of both teachers and themselves (p. 306). More recently, Adelman and Taylor (2020) identified ten areas of focus when addressing students’ mental and emotional promotion:

- responsibility and integrity;
- self-esteem;
- social and working relationships;
- self-evaluation, self-direction, and self-regulation;

- temperament;
- personal safety and safe behavior;
- health maintenance;
- effective physical functioning;
- career and life roles; and
- creativity (Adelman and Taylor, 2020, p. 26).

To further illustrate the meaning behind each, Golhar (2018) lists ten emotionally intelligent behaviors that teachers can exhibit to increase their own professional success: utilize an assertive style of communicating, respond instead of react to conflict, utilize active listening skills, be motivated, practice ways to maintain a positive attitude, practice self-awareness, take critique well, empathize with others, utilize leadership skills, and be approachable and sociable. While some of the behaviors Golhar (2018) lists could apply to multiple pathways, examples of each are given below. Using Mayer’s pillars as my overarching framework, I have merged Golhar’s (2018) ten emotionally intelligent behaviors with that of Adelman and Taylor’s (2020) areas of focus and Roffey’s (2012) seven pathways of emotionally intelligent behaviors. Subsequently, I placed each “merged” behavior under one of Mayer’s three “higher” pillars of emotional intelligence: “using emotions,” “understanding emotions,” and “regulating emotions.”

For the purposes of this study, when aligning each area of focus or “emotionally intelligent pathway” to one of the three higher “integrated pillars” (regulation of emotions, using emotions, and understanding emotions) of Mayer’s model of emotional intelligence, given the context of the behaviors described, I have categorized them as follows.

- Using Emotions:
 - Using strengths-based approaches (self-esteem)

Example: utilize leadership skills and acting upon one's own creativity.

Emotionally intelligent educators set higher standards for themselves, and while they may not have all the necessary skills for a given task, they take the initiative to develop those skills and have great decision making and problem solving skills.

- Enhancing social-emotional learning (responsibility and integrity, creativity)

Example: Emotionally intelligent individuals are more likely to be intrinsically motivated to learn about others and the world around them. They set goals and are resilient in the face of challenges. Their motivation is “infectious” and their attitudes motivate others, too. Individuals are able to build social and working relationships with others when completing collaborative learning tasks.

- Understanding Emotions:

- Fostering a sense of meaning and purpose (social and working relationships)

Example: utilize an assertive style of communicating. Assertive communication is an emotionally intelligent behavior where opinions can be clearly stated in a direct but respectful way.

- Building a respectful and supportive community (temperament, social and working relationships)

Example: utilize active listening skills. Emotionally intelligent people listen for clarity instead of just speaking. They make sure that they understand what is being said and show respect for the person they are speaking to. This

enables the individual to avoid misunderstandings and helps to create a more respectful and supportive working environment.

- Developing pro-social values (health maintenance, responsibility and integrity, social and working relationships)

Example: emotionally intelligent individuals know how to empathize with others and take criticism well. They understand that empathy is a trait that shows strength rather than weakness, which helps them to promote pro-social values amongst their students by being good role models. This in turn opens the door for mutual respect and understanding, allowing for classes to have strong social and working relationships.

- Regulating Emotions:

- Providing a safe learning environment (effective physical functioning, self-evaluation, direction, and regulation, personal safety and safe behavior)

Example: respond instead of reacting to conflict. Emotionally intelligent people know how to stay calm during stressful situations.

- Encouraging a healthy lifestyle (health maintenance, effective physical functioning, career and life roles)

Example: practice ways to maintain a positive attitude by regulating stressors and practicing self-evaluating and reflection. In order to promote emotional wellbeing and health maintenance, emotionally intelligent individuals actively seek out ways to have an optimistic outlook and have an awareness of the moods of their students and adjust their approach accordingly. In a classroom, such practices

could include having inspirational or positive quotes along the walls of their classroom.

Factors That Influence Teachers' Efforts to Support Emotional Wellbeing

To implement practices that help teachers address the emotional wellbeing of their students, there are a variety of factors that must first be considered as integral to allowing teachers to engage in such practices and behaviors. For example, in any given academic setting, the culture and context of the school must be considered. Do constraints such as a lack of administrative support within a school inhibit teachers from engaging in emotionally intelligent behaviors? When teachers attempt to mediate situations between students, what role, if any, does the fear of pushback from a student's parent play in a teacher's self-efficacy, as it relates to emotional intelligence? As schools are increasingly viewed as responsible for the emotional wellness of students, the onus of providing support is placed on teachers (Lynn, McKay, & Atkins, 2003). If schools are to "fix" such problems, a more holistic approach is needed so that teachers truly feel supported. To alleviate this burden, teachers need tools to develop emotionally intelligent behaviors, while also being supported by other community stakeholders in education.

One "tool" that teachers could benefit from is regular access to school counselors, learning specialists, and other support staff who already have extensive training with regards to emotional intelligence. The importance of having qualified personnel to help support both students and teachers is well documented. Clark and Breman (2009) state that the presence of counselors as a school resource is an integral component of "inclusive instructional strategies that represent best practices in educating a diverse student population" (p. 8). In addition to being an extra resource that students can turn to, school counselors are well positioned to be an

active resource for teachers when dealing with adolescent emotional wellbeing as it pertains to student collaboration, peer-mediated instruction, peacemaking, and individualized student goal setting (Villa, Thousand, Nevin, & Liston, 2005). Counselors are crucial in helping to support both students and teachers by being a part of a “collaborative consultation model.” Under this system, students may be referred for additional supports for a variety of reasons, including academic and social behavioral concerns (Stone & Dahir, 2016; Myrick, 2003).

Given the importance of student and teacher support staff and the role they play in promoting a healthy student body, a discussion of what makes a “health promoting school” is warranted. Graham et al. (2011) refers to “health promoting schools” as schools that tend to the health of the school not only as an organization, but also as ensuring that the quality of relationships within the school and the attention such schools give to issues of empowerment and equity are front and center. To accomplish these goals, counseling, psychological assessment, and referral services must be provided. When discussing such interventions, however, there is evidence that few general education classroom teachers are adequately prepared (i.e., trained in effective methods and strategies) to assist students with social and emotional disorders or behavioral problems (Kourkoutas et al., 2018). Evidence suggests that having school-based counselors and educational psychologists as a resource for teachers is one way to effectively help teachers address the emotional wellbeing of their students (Adelman & Taylor, 2010).

Despite the importance of counselors in their support of teachers practicing emotional intelligence, there is a well-documented shortage of counselors in some of the nation’s largest public school districts, including New York City public schools and Los Angeles Unified School District (Kim, 2019; Favot, 2019; Veiga, 2018; Craig, 2010). This shortfall of qualified support staff is particularly worrisome as it falls to teachers to fill this void on their own. Nonetheless,

this “void” still needs to be addressed, as characteristics typically associated with high emotional wellbeing are not only a moral issue, but also carry with them academic benefits. When teachers lack the resources to effectively manage the social and emotional challenges within the context of their school and classroom, children show lower levels of on-task behavior and performance (Marzano, Marzano, & Pickering, 2003). Given that many students who experience social-emotional difficulties are not able to access services that may assist them, the implications for teachers to have the tools and skillset to address these challenges are amplified (Knitzer, Steinberg, & Fleisch, 1991; Koller & Bertel, 2006; Roeser & Midgley, 1997).

Teacher Attitudes and Beliefs

In order to effectively address the higher tiers of Maslow’s hierarchy of student needs, teachers must be (a) aware of the factors affecting the emotional wellbeing of their students, (b) view supporting the emotional wellbeing of students as part of their job, and (c) feel prepared to respond to the emotional needs of their students. In a survey conducted by Wellbeing Australia (n=466), 98% of educators considered wellbeing issues as critical to promoting both mental health and academic outcomes (Roffey, 2012). Graham et al. (2011) found that an overwhelming majority (89%) of teachers surveyed indicated that they personally believed providing such support is an important component of their job. In a similar study, Holen and Waagene (2014) surveyed 2,533 Norwegian teachers and school leaders and concluded that the vast majority of teachers and school leaders regard caring for students with mental health needs as a natural part of their responsibilities (Ekornes 2017).

At the same time, half of the same teachers surveyed did not feel professionally competent to meet this responsibility. Although the need for teachers to address the emotional wellbeing of their students is ever present, there is evidence that many teachers do not feel

prepared to address those needs. In the survey conducted by Graham et al. (2011), only 22% of teachers reported feeling “very confident” in dealing with significant emotional issues in their classroom, and only 34% of educators reported feeling “very confident” in implementing mental health program initiatives. This is both noteworthy and worrisome, as teachers are increasingly expected to work with stakeholders in education to implement and monitor interventions for particular children and provide ongoing support to the student and family (Kay-Lambkin, Kemp, Stafford, & Hazell, 2007). Therefore, teachers’ perceptions, understandings, and awareness of the events and situations that impact students’ social and emotional wellbeing are essential, as they shape teachers’ ability to respond appropriately in a variety of classroom contexts (Bracket & Katulek, 2006). Therefore, there needs to be “buy in” from educators with respect to what extent, if at all, teachers view supporting their students’ emotional wellbeing as a part of their job (Roffey, 2012; Graham et al., 2011).

Stressors

While “buy in” from teachers is important when addressing adolescent emotional wellbeing, according to Kyriacou (2001), teacher stress can be a main inhibitor to addressing the emotional needs of students and can be defined as “the experience of unpleasant, negative emotions such as anger, anxiety, tension or depression, resulting from some aspect of their work as a teacher” (p. 28). It can also be understood in terms of the “degree of mismatch between the demands made upon the individual and the individuals’ ability to cope with those demands” (p. 28). Other studies have shown similar findings that link teacher stress to negative outcomes as it relates to teachers’ effectiveness in dealing with students’ emotional wellbeing (Rothi, Leavey, & Best, 2008). According to a study by Ekornes (2017), negative emotions as an outcome of teacher stress arise as a result of teachers perceiving themselves as not being able, or

“competent” enough to address the emotional needs of their students, which has a “cascading effect.” Given the complex sources of teacher stress, other factors can also affect a teacher’s ability to address student wellbeing such as “gender, experience, and education, as well as organizational factors such as time constraints and conflicting demands” (Ekornes, 2017, p. 336). The study also acknowledges other factors that are associated with the emotional wellbeing of teachers, which include participation in mental health training programs and gender, which was a significant variable in negative emotions, with women more likely than men to experience such emotions, such as stress and helplessness related to addressing the emotional wellbeing of students.

COVID-19 as a Recent and Ongoing Stressor

In addition to unique personal stressors that teachers must contend with, the ongoing COVID-19 pandemic is a prominent example of an event that presents unique challenges as teachers are thrust into additional responsibilities in addition to the anxiety that many feel in returning to traditional in-person instruction (Lerer, 2020; Hawaii State Teacher’s Association, 2020). One threat to emotional wellbeing at large that has manifested itself as an internal stressor is the anxiety that some teachers, students, and parents alike felt in response to a “push” by some to reopen schools, despite evidence that coronavirus case counts continued to increase as of July, 2020 (John Hopkins University, 2020; Department of Education, 2020; Belsha, 2020).

In addition to internalized anxiety that many education stakeholders feel in returning to the classroom because of rising COVID-19 case counts, teachers have voiced a range of concerns to policies that school districts have proposed as it pertains to the common theme of attending to the physical and emotional wellbeing of students, faculty, and staff (Walker, 2020; Belsha, 2020). For example, while the state of Hawaii had the lowest coronavirus case count per

capita in the United States, as of July 27, 2020, the number of daily new coronavirus cases had quadrupled relative to early June (Worldometers.org, 2020). In a recent July 2020 memo distributed by Hawaii Department of Education Superintendent Christina Kishimoto, the HIDOE's policy to reopening schools did not include face covering mandates while in class, and physical distancing requirements were limited to only three feet, despite six feet being the recommended minimum by various health organizations (Centers for Disease Control, 2020; World Health Organization, 2020; Hawaii Department of Education, 2020). In response, the Hawaii State Teacher's Association submitted testimony from hundreds of teachers, who felt that the department's policy presented serious challenges to supporting the physical and emotional wellbeing of students. Similar incidences have occurred in other states, more recently in the midwestern state of Michigan.

In April of 2021, as Michigan faced the highest COVID-19 case rates in the country both in absolute terms and on a per capita basis, Governor Gretchen Whitmer and various teacher unions urged a halt to all high school classes and sports (NBCnews.com, 2021). The announcement was received with mixed reactions, as some powerful groups of political influence such as the Great Lakes Education Project advocated against such a move. Ultimately, many schools in Michigan did not shutdown, so the anxiety felt by many educators and students persisted given that 189 new COVID-19 cases were detected at 41 different schools (The Oakland Press, 2021). These new outbreaks were increasingly fueled by COVID-19 variants that were more easily transmissible, resulting in more youth being hospitalized (mlive.com, 2021). The ongoing pandemic has also taken a significant toll on the emotional wellbeing of teachers. According to a CNBC poll (2021), K-12 employee general satisfaction decreased from 69% in March of 2020, to 44% in October of 2020. With the ongoing threats and challenges

brought along as a result of the virus, school policies imposed upon school districts and educators have the potential to present additional challenges for teachers as they attend to the needs of their students.

Working Conditions and Limitations

While educators must cope with internal stressors, there are also certain external barriers that must be considered as a result of a teacher's working environment. These barriers exist in two different forms, in what I call "logistical" and "cultural" barriers. With regard to the former, logistical barriers that inhibit emotionally intelligent behaviors include material or resource constraints that make implementing such behaviors difficult. By way of example, some teachers are reluctant to complete emotional intelligence training due to lack of resources such as time (Graham et al., 2011). Related to this, the findings of Graham also showed that some teachers were hesitant to implement emotionally intelligent practices due to lacking training, experience or confidence, or concern about the large number of additional roles required of teachers.

While logistical barriers inhibit teachers from addressing the emotional needs of their students, there are also "barriers" due to cultural and institutional influences. Examples of these could include teaching in another language other than one's mother tongue or there may be certain emotionally intelligent behaviors that may be inhibited due to workplace politics, religion, or school expectations that are not deemed "culturally appropriate" (Radu, 2014). In addition, teachers cite parental support and views as being a significant factor in influencing a teacher's willingness to engage in the implementation of emotionally intelligent initiatives. To illustrate this point, 66% of teachers cited parental support as very important to implementing such initiatives, with another 25% reporting that such support was "moderately" important (Graham et al., 2011). This sentiment is consistent with other parts of Graham's study, which

details how teachers feel that exhibiting certain behaviors are “emotionally draining” and that they have a “fear of legal implications which could have detrimental effects if done badly” (Graham et al., 2011, p. 489).

While previous sections described various factors that have the potential to limit the effectiveness of teachers in addressing the emotional needs of their students, according to Nelson, Low, and Nelson (2005), the ability to effectively manage stress is key to helping teachers enact other emotionally intelligent behaviors. Nelson et al. (2005) describes the process of becoming an emotionally intelligent teacher as a journey and process, rather than an arrival state or end result, and posits that the presence of stressors represents opportunities to develop emotionally intelligent behaviors, but only when knowledge and techniques are developed to break the habit of emotional reactivity to the stressor.

How to Support Teachers So They Can Promote Students’ Emotional Wellbeing

While certain factors unique to an educator’s personal characteristics and situation may influence the extent to which teachers exhibit emotionally intelligent behaviors, there are certain incentives or institutional supports that can also help teachers develop a skillset that helps them effectively address the emotional needs of their students. Related to the notion of dealing with stress to boost emotional intelligence, if institutions implement programs to help teachers manage such stress more effectively, such measures could help teachers “improve self-esteem, build self-confidence, work on building emotional intelligence competencies, and develop a good sense of humor” (Reddy & Anuradha, 2013, p. 9). In their study examining various predictors on teacher stress management, Reddy & Anuradha (2013) studied the effects of a variety of institutional “supports” and structures such as community support, salaries, inter and intrapersonal interactions, and the type of schools the teachers work at. They found that teachers

who worked in schools with certain organizational structures increased what Reddy and Anuradha (2013) termed the “occupational stress dimension.” Schools that had longer working hours, higher expectations to do more work, and larger class sizes made it more difficult for teachers to adequately address the emotional wellbeing of their students.

Although working conditions can serve as a form of institutional support, the severity of such situations was exacerbated when such schools exhibited other factors, such as lack of opportunities for promotion, inadequate salary, and stringent rules and regulations in the school that inhibit teachers from acting independently (Neophytou, 2013; Reddy & Anuradha, 2013). Conversely, Mintrop, and Ordenes (2017) examined how extrinsic incentives combined with social justice issues worked together synergistically to motivate teachers to engage in prosocial behaviors that help support their students, a core tenet of emotional intelligence. Their study found, however, that “material incentives were weak or negligible forces for work motivation,” suggesting that award structures for developing emotionally intelligent behaviors in and of themselves are largely ineffective, and that access to opportunities to training have a more significant impact on developing emotional intelligence in educators (Mintrop & Ordenes, 2017, p. 16).

Although teachers are tasked with and expected to be responsive to a wide range of student needs, they receive little in their pre-service and subsequent teacher education to adequately prepare them for such realities (Graham et al., 2011). Courses and training on developing emotional intelligence help to improve classroom climate and reduce bullying (Matschek-Jauk, Krammer, & Reicher, 2017). Moreover, there is a growing body of research that links teacher influences to a child’s social and emotional growth (Lynn, McKay, & Atkins 2003). Therefore, teachers should be well-equipped with the knowledge and practice of social

and emotional skills in order to achieve the kind of balance that encourages all students to learn, work and contribute to their fullest potential (Ergur, 2009). Several researchers propose that one way to effectively equip educators with the emotional skills they need is to incorporate emotional intelligence training in teacher preparation programs, which will contribute to teachers' emotional competence and result in positive long-term effects on the teaching profession (Chechi, 2012; Edannur, 2010; Mendes, 2003). While the development of emotional intelligence is believed to be a natural process, there is a growing body of literature that suggests that emotional intelligence training can enhance professionals' emotional intelligence and contribute to their overall professional and academic performance (Chan, 2006; Clarke, 2010; Nelis, Quiodbach, Mikolajczak, & Hansenne, 2009).

In an attempt to provide evidence in support of the importance of emotional intelligence training, Brackett and Katulak (2006) offered a one-day workshop for teachers which provided participants with: (1) in-depth information about the four emotional intelligence skills as outlined by Mayer, Caruso, and Salovey's (2000) model, (2) knowledge of how emotional intelligence skills play an integral role in the overall quality of one's life, and (3) innovative strategies and tools to increase each emotional intelligence skill using activities, simulations and group discussions. One of the powerful tools offered in the training workshop was the "Emotional Intelligence Blueprint," which was a four-question process that helps teachers (and students) deal effectively with emotional experiences, wherein the blueprint questions provide teachers with a framework for self-reflection. These experiences could be situations such as a meeting with an angry parent (for teachers) or a confrontation with a school bully (for students and teachers). The Blueprint also "integrates scientific theory and practical applications to enhance classroom culture by helping teachers both to prepare for situations they expect to be emotionally difficult

as well as to evaluate and cope with emotionally-laden situations they have already encountered,” (Brackett and Katulak, 2006, p. 6). The questions presented in the blueprint also mirror the four tenets of Mayer’s model of emotional intelligence (Brackett & Katulak, 2006; Mayer et al., 2000), as presented below:

1. How may/was each person feel/feeling? (Mayer’s 1st pillar: perception of emotion)
2. What may/were you and the other person think/thinking as a result of those feelings? (Mayer’s 2nd pillar: using emotions)
3. What may cause/caused each person to feel the way he/she does/did? (Mayer’s 3rd pillar: understanding emotions)
4. What may/did you and the other person do to manage those feelings? (Mayer’s 4th pillar: managing emotions)

Teachers and principals who participated reported having improved relationships with colleagues, parents, and students. The claim that emotional intelligence can be increased through training is further supported by other studies (Hen & Sharabi-Nov, 2014; Clarke, 2010).

According to Hen & Sharabi-Nov (2014), their study linking training and emotional intelligence outcomes revealed that by the end of the training course, teachers showed an “increased ability to take the perspective of others (a measure of empathy) along with a decrease in personal stress” (Hen & Sharabi-Nov, 2014, p. 384). Taken together, training can provide teachers with opportunities to increase their emotional intelligence, helping them to develop the skills they need and exhibit behaviors that help address the emotional wellbeing of their students.

To assist teachers in breaking down barriers that impede their ability to attend to student wellbeing, schools and districts must implement approaches or enact policies that support such efforts. Considering previously mentioned research, some examples of these are as follows:

- (1) Provide teachers with unrestricted access to qualified counselors and educational psychologists, by using consultation and intervention models. In doing so, teachers are more likely to develop emotionally intelligent behaviors (Clark and Breman 2009; Villa et al., 2005).
- (2) Ensure that district and school policies support teachers in their efforts to address the emotional wellbeing of students. If policies are created as a result of meaningful input from teachers, teachers are more likely to buy in and feel that their voices are heard and valued (Hoffman, Hutchinson, & Reiss, 2009).
- (3) Create support groups for teachers, so that teachers can collaborate amongst each other to help build self-efficacy and emotionally intelligent behaviors. Social support from fellow colleagues is important for both teacher and student emotional wellbeing (Flaspohler, Elfstrom, Vanderzee, & Birchmeier 2009).
- (4) Provide incentives by creating pay scales that reward teachers for pursuing professional development opportunities that cultivate emotionally intelligent behaviors. Teachers are more likely to pursue professional development if there is financial incentive to do so (Dee & Wycoff, 2013).

Although training and professional development has the potential to increase emotional intelligence, there exists a disconnect between course material covered in teacher preparation programs and the reality of teaching (Chechi, 2012). According to Middlewood, Parker, and Beere (2005), universities base their programs around four areas of competency: professional, managerial, relational, and assessment. All four of these competencies require emotional intelligence, and teachers need to plan for that when addressing the emotional needs of their students. To achieve this goal, universities can incorporate certain courses or coursework into

their teacher credentialing program in a way that builds emotional intelligence in teachers, particularly new teachers. By way of example, this could involve recruiting program leaders that match pipeline teachers with mentors who have high emotional intelligence and resilience, having an effective teacher preparation and new teacher coaching programs that include instruction on how to recognize and respond to emotions, and having effective administrators that cultivate and communicate an acceptance of emotions. If “gaps” in the course of study for teacher credential programs are identified, then they can make new teachers more aware of their challenges in terms of developing a skillset that enables them to develop meaningful relationships with their students.

Summary and Recap of Literature

The previous literature discussed definitions of emotional wellbeing, also known as emotional health. While there is not a consensus definition, based on the various aspects identified in the literature, I define emotional wellbeing as having confidence, a positive or optimistic outlook, and resilience in dealing with life’s challenge. Although addressing the emotional wellbeing of students is considered a moral obligation by most teachers, previously cited research also shows that effectively supporting the emotional needs of adolescents is also linked to increase academic performance.

When addressing the emotional wellbeing of students, a variety of influences and environmental conditions must be considered, including students’ experiences both in and out of the classroom. When analyzing these factors, I use Maslow’s hierarchy as a framework for identifying the needs of students within K-12 contexts. Examples of such factors include aspects of school climate indicators (including access to meals, school norms and campus security) and teachers’ emotionally intelligent behaviors.

While the benefits of addressing the emotional wellbeing of students are clear, having teachers practice emotionally intelligent behaviors is essential. Examples of emotionally intelligent behaviors in this literature are primarily categorized according to Mayer, Salovey, and Caruso (2014) four pillars of emotional intelligence: the perception of emotion, understanding emotions, using emotions, and regulating emotions. Examples of such behaviors include promoting prosocial values, building positive relationships, and cultivating individual emotional resiliency.

Although most teachers consider attending to the emotional wellbeing of students as part of their job, there are various factors that encourage or inhibit teachers from exhibiting emotionally intelligent behaviors. Among these factors include lack of time or other cultural challenges such as linguistic and institutional barriers. Moreover, self-efficacy issues are also particularly relevant, as a minority of teachers expressed that they are “very confident” as it pertains to addressing the emotional wellbeing of students. To assist teachers, schools and districts can articulate clear and coherent policies that support teachers in creating physically safe and emotionally welcoming classroom environments, provide training and workshops to develop more emotionally intelligent behaviors, and hire counselors that can work with teachers to form interventions that proactively address not only academic achievement, but the emotional wellbeing of students.

The proposed research study is informed by the results obtained in this literature review. Specifically, I further examined the extent to which teachers exhibit emotionally intelligent behaviors that address the emotional needs of students and identify the factors that promote or inhibit those behaviors. Not only is it a moral obligation for teachers to consider the emotional wellbeing of their students, but if teachers are committed to facilitating academic achievement in

their school, they should have a vested interest in becoming emotionally intelligent. The importance of this study is demonstrated through Maslow's hierarchy, wherein students cannot reach their academic potential or "self-actualization" if their emotional and more basic needs are not being met.

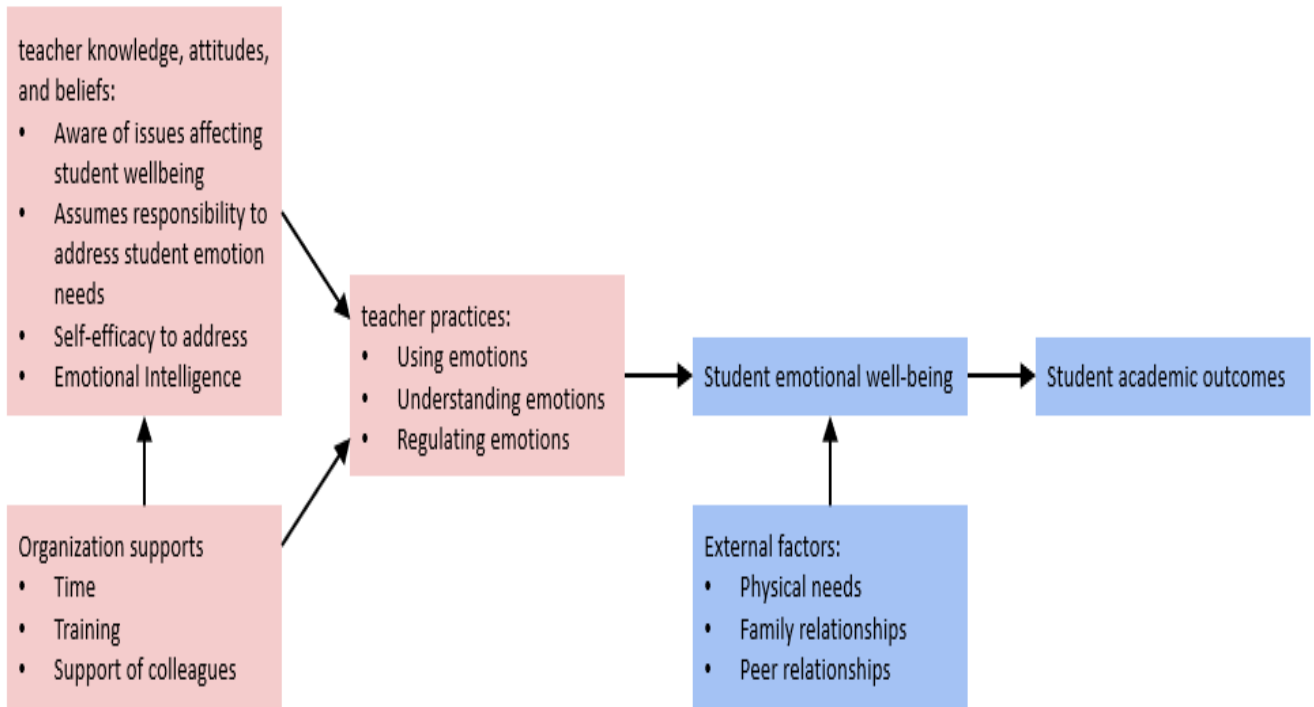
In helping to support emotionally intelligent behaviors, this study also contributed to a "gap" in literature as it relates to teacher training. Most teacher preparation programs, which includes ones offered by the University of California, Los Angeles, do not include a course on social and emotional learning and wellbeing as part of their curriculum. Moreover, emotional learning initiatives support teachers in building caring and responsive relationships with their students. To assist teachers in being able to successfully address the emotional needs of their students, one of the central arguments I make is that universities should include a course with the objective of increasing emotional intelligence in teacher candidates. In doing so, teachers will be more responsive to attending to the emotional needs of their students, and in turn, make a critical investment in today's youth and future generations to come.

Figure 2 shows a framework linking the various concepts and relationships identified in the literature reviewed. The diagram also illustrates how the research questions connect to one another. This provided background information on the framework that I used in my Chapter Three methods section. The framework outlined below reflects the literature that has been reviewed thus far, with arrows indicating how each topic connects to one another. For research question number 5A, I hypothesized that increased participation in emotional intelligence training leads to higher self-efficacy in terms of how confident a teacher is with regard to addressing the emotional needs of students through emotionally intelligent behaviors and "best

practices.” For the purposes of my study, the pink boxes represent areas that I focused on. This study will therefore focus on a subset of the domains discussed in this chapter.

Figure 2

Conceptual Map: Teacher Practices Supporting Students’ Emotional Well-being



CHAPTER THREE: METHODOLOGY

In this chapter, I present the methodology used in this research study. First, I identify the core research questions and associated research hypotheses. Next, I discuss the research design and rationale behind conducting a mixed methods study. Following this, I discussed the settings where I conducted my study, providing demographic and socioeconomic information specific to the schools of interest. Thereafter, I discuss data collection, which included the distribution of an online survey and a series of one-on-one follow-up interviews. Lastly, I include a discussion on role management and possible threats to credibility.

Research Questions

When conducting my study, I used the following research questions and accompanying hypotheses to guide my methodology.

1. What factors do teachers perceive as affecting their students' emotional wellbeing?

Hypothesis: I anticipated that teachers would perceive *physical* threats as a main issues affecting the emotional wellbeing of students. In particular, I expected that teachers would cite the ongoing coronavirus pandemic and social unrest as key areas of concern.

2. To what extent do teachers exhibit emotional intelligence?

Hypothesis: I expected that teachers would describe their emotional intelligence as being adequate in the classroom, but that in a virtual setting, they would exhibit diminished levels of emotional intelligence.

3. To what extent do teachers feel equipped, if at all, to support students' emotional wellbeing?

Hypothesis: I expected that most teachers would report that they do not feel fully equipped to address the needs of their students' emotional wellbeing.

4. To what extent do teachers engage in practices and strategies that promote student wellbeing?

Hypothesis: I expected that most teachers would report engaging in multiple emotionally intelligent behaviors, but that a only a small number of teachers would report engaging in such behaviors extensively.

5. What factors affect teachers' self-efficacy and engagement in practices/strategies that promote student wellbeing?

- a. To what extent have teachers received training, as it relates to addressing student wellbeing?

Hypothesis: I expected that relatively few teachers would report that they received adequate training on how to help support the emotional needs of their students. I expected that teachers who have had an opportunity to take courses that incorporate strategies to deal with meeting the needs of their students' emotional and mental health would have report greater self-efficacy in this regard.

- b. What roles and responsibilities, if any, do teachers feel they have as it relates to addressing student wellbeing?

Hypothesis: I expected that most teachers would indicate that addressing student wellbeing is an important part of their job and that they are invested in building positive relationships with their students by getting to know them not just as students, but as people.

- c. What external factors in a teacher's workplace affect a teacher's ability to promote student wellbeing.

Hypothesis: Connected to the previous hypotheses, I expected that teachers would report that they are not provided adequate opportunities to develop skills needed to address the emotional wellbeing of their students and other vital resources such as time. I also expected that teacher would report facing cultural and logistical barriers (such as having school or district policies) that hinder emotionally intelligent practices.

Research Design & Rationale for Mixed Methods Research

This study used a mixed methods design. First, I administered online surveys to collect information about the frequency of teachers' engagement in behaviors that support students' emotional wellbeing and the factors that may influence those behaviors. Second, I conducted interviews to better understand teachers' perspectives concerning their ability to address their students' emotional wellbeing.

The qualitative component of this study was needed because I was trying to uncover teachers' perspectives on what they perceive as barriers to addressing their students' emotional wellbeing, along with the identification of support systems (or lack thereof) that relate to teachers' self-efficacy and practice within this area. A strictly quantitative approach would have restricted the responses given by both teachers and students, while short answer responses and interviews would have provided more flexibility and openness regarding sharing individual experiences and practices. As such, for these research questions, qualitative data was more appropriate as they "generally involve an open-ended, inductive approach, in order to discover what these meanings and influences are and how they are involved in these events and activities," (Maxwell, 2005, p.75).

Conversely, the quantitative component of this study was essential when determining the extent to which teachers voice a response to a prompt, whether it is about how well they feel prepared to address students' emotional wellbeing, implementing practices or strategies, or receiving relevant training that helps teachers develop the skills needed to address the needs of their students. The prompts of some of the questions given asked participants to determine to what extent they agree or disagree with a certain statement, while other statements were "yes or no" responses. As such, these survey response data were mostly nominal or ordinal in nature and were assigned a numeric code. This approach provided a way to examine "the relationships between and among variables and is central to answering questions," (Creswell, 2009, p. 145). Although the survey data were largely quantitative, some survey questions requested short answers, such that participants were able to elaborate on their responses.

This study further sought to determine what tools and supports teachers who feel effective at addressing the emotional needs of their students have that other teachers may not have access to. The results from this study were used to make recommendations that I hope will enable stakeholders in positions of power to help support teachers in increasing their self-efficacy as it pertains to addressing their students' emotional wellbeing. Examples of supports could be through offering workshops or professional development courses or providing financial funding or incentives to teachers to pursue degrees that incorporate courses that help teachers develop a skillset to tackle emotional challenges that adolescents face.

Methods

Setting

The study participants were recruited from six Los Angeles area schools. Three were private/independent schools: Eagle Lower, Eagle Middle School, and Eagle Upper School. Most families involved in the Eagle community live in affluent neighborhoods and have access to a variety of educational resources and systems of support. The other three schools were public. Mountaineer Elementary is part of the Verdugo Unified School District. Panther Middle School and Centaur High School are in the La Salle Unified School District. These sites provided an interesting mix of student grade levels, demographics, and settings. As noted in Chapter Two, students have different social and emotional needs at different ages and there may be specific dynamic forces at play that teachers at each of these sites must consider when addressing the emotional needs of their students.

In the selection of schools, I aimed to include teachers and educational assistants who would have a wide variation of experiences: working in different grade levels, working in different sectors (public and private, urban and suburban), teaching different groups of students with respect to socioeconomic status and race. This approach of maximizing variation served two purposes. First and foremost, it allowed for the collection of data to adequately address the research questions. Secondly, it provided the greatest flexibility regarding participant recruitment. Glaser and Strauss (1967) describe a rationale for this approach, noting that maximum variation sampling allows for identifying the widest possible range of characteristics of interest for the study, lending to increased flexibility and a greater depth and breadth of responses (Merriam, 2016). Since a goal of the study is to “discover, understand, and gain insight,” the above sites were selected since they represent a diverse set of environments “from

which the most can be learned,” (Merriam, 2016, p. 96). In following this goal of achieving maximum variation while balancing time and resource constraints, one teacher from each site (Eagle Lower School, Middle School, and Upper School, Mountaineer Elementary, Panther Middle School, and Centaur High School) will be interviewed.

The inclusion of schools such as Eagle Lower, Middle School, and Upper School, Panther Middle School and Centaur High School, and Mountaineer Elementary exemplify and fulfill the four goals of purposeful sampling (Maxwell, 2005).

The four goals of purposeful sampling as it relates to my study are:

- 1) Achieving representativeness of setting (Los Angeles County).

Given the information in Table 3.1, collectively, the schools sampled represent public and independent schools, inner city and suburban schools, and as such represent different microcultures of Los Angeles County.

- 2) Adequately capturing the heterogeneity in the population (Los Angeles County).

The schools sampled captured the heterogeneity of Los Angeles County’s population in that the students who attend these schools came from diverse backgrounds.

According to census.gov (2019), Los Angeles County’s demographics are 26% White, 49% Hispanic, 15% Asian, and 9% Black. Given the population of students in the collective sample (when weighted averages are considered), the intent was to invite teachers to participate in the survey in a way that mirrored the proportion of student demographics (of Los Angeles County at large) that these teachers taught. Each of the schools that were a part of my study represented a different yet equally important sector of Los Angeles County education, which served “to adequately capture the heterogeneity in the population,” making purposeful selection not only

convenient, but highly appropriate for this study (Maxwell, 2005, p. 89; Creswell, 2002, p. 194-196). The statistics regarding each school's profile were previously given in this section.

- 3) Being able to deliberately examine cases that are critical to investigate the questions that I am studying. The surveys and interview protocols that will follow (Appendix A and B) enabled me to collect qualitative and quantitative data that will provide insight to each of the five research questions previously stated.
- 4) Being able to establish comparisons to illuminate the reasons for differences between settings or individuals (Maxwell, 2005, p. 89-90). The selected sample sites allowed for the inclusion of data sets that can be analyzed in comparable settings with respect to school culture, in that same grade levels could be 'controlled for' but how teachers attend to the emotional wellbeing of students in public schools versus independent schools could be compared. Similarly, comparisons could also be made about student age groups, in that the same school could be "controlled for" but drawing different comparisons between different age groups could be made (for example middle school versus high school).

Table 3.1.

Profile of Selected School Sites

School Name	Type of School	Location	Grade Levels	Socioeconomic Status	Student Demographics	Comments
Eagle Lower School	Independent	Westside, Los Angeles (Urban)	K-5	High (all Eagle Schools 1% Socioeconomically Disadvantaged)	<ul style="list-style-type: none"> • 9% Asian • 7% Black • 9% Latino • 70% White • 4% two or more races 	Furthermore, students must go through an application process to be accepted. Tuition is \$45,000 per year. 200 faculty and staff members (about 66 in each division) were invited to take survey.
Eagle Middle School	Independent	Westside, Los Angeles (Urban)	6-8	High (all Eagle Schools 1% Socioeconomically Disadvantaged)		
Eagle Upper School	Independent	Westside, Los Angeles (Urban)	9-12	High (all Eagle Schools 1% Socioeconomically Disadvantaged)		
Mountaineer Elementary	Public	Valley Area, California (Suburban)	K-6	Low (75% Socioeconomically Disadvantaged)	<ul style="list-style-type: none"> • 2% Asian • 2% Black • 8% Filipino • 35% Latino • 50% White • 2% two or more races 	This is an international Spanish Academy school, with a dual language immersion program. 40 teachers invited to take survey.
Panther Middle	Public	Westside, Los Angeles California (Urban)	6 - 8	Middle (35% Socioeconomically Disadvantaged)	<ul style="list-style-type: none"> • 2% Asian • 14% Black • 10% Filipino • 39% Latino • 24% White • 10% two or more races 	One of the most diverse school districts in the country. 70 teachers invited to take survey.
Centaur High School	Public	Westside, Los Angeles, California (Urban)	9-12	Middle (36% Socioeconomically Disadvantaged)	<ul style="list-style-type: none"> • 10% Asian • 17% Black • 2% Filipino • 38% Latino • 26% White • 6% two or more races 	One of the most diverse school districts in the country. 90 to 100 teachers invited to take survey

Sources: greatschools.org (2020), Student Accountability Report Cards

Sample

For the survey portion of this study, I extended an invitation to complete the survey to all staff members who work directly with students from the six schools identified in Table 3.1 — about 340 teachers in total. The participants included K-12 teachers who were current classroom teachers, resource teachers or learning specialists, or educational assistants at either public or independent schools in Los Angeles. After completing the initial surveys, I conducted six one-on-one interviews.

Across all schools, the response rates across were lower than expected. Prior to the study, I anticipated that approximately 80 out of 340 teachers (about 24%) would complete the survey. There were approximately 150 teachers at Eagle schools, and I expected a response rate of around 33% (about 50 teachers). There were approximately 40 teachers at Mountaineer Elementary, and I expected a response rate of 15% (about six teachers). There were approximately 160 teachers at Panther and Centaur Middle and High Schools, and I expected a response rate of 15% (about 24 teachers). A total of 56 teachers actually responded to the survey, with three participants from Mountaineer Elementary, 12 participants from Centaur High School, ten participants from Panther Middle School, 15 participants from Eagle Middle School, six participants from Eagle Lower School, and ten participants from Eagle Upper School. Therefore, the actual response rate was 56 out of approximately 340 teachers (16%), which is 30% lower than I had expected.

From the 56 survey respondents, I selected six interviewees. In the interviews, I wanted to learn more about the extent of emotional intelligence training that individuals received in their teacher training program. Thus, the eligibility criteria to select potential interviewees were two-fold: participants had to indicate that they would be willing to be interviewed on their survey and

they had to possess a teacher credential. Among the teachers who met these eligibility criteria, I selected six teachers, such that the final interview sample would include two teachers within each division (elementary, middle, and high school). For those two teachers in each division, I wanted to include one teacher whose credential program included coursework in emotional intelligence or addressing students' emotional well-being and one teacher whose credential program did not include such coursework. Within each of these "bins," I chose interviewee participants based on the information they supplied in the free comment portion of the survey. Invitations were extended to participants who indicated that they had experience and provided insight in dealing with addressing the emotional needs of their students. The rationale behind this selection was that these teachers self-identified as having some experience with addressing the emotional wellbeing of their students, while acknowledging that additional supports or addressing possible 'blind spots' may have helped improve their self-efficacy. Moreover, given that these participants voluntarily provided additional information in their response, I concluded that they would be more likely to elaborate further in their responses when interviewed.

In following these criteria, I selected one teacher participant from Mountaineer Elementary School, Eagle's Lower School, Middle School, and Panther Middle School, and two teacher participants from Centaur High School. Since none of the teachers who participated in the survey in Eagle Upper School held a teaching credential, no teachers from Eagle Upper School were eligible to be interviewed. All interviewees received a \$20 Amazon gift card, while survey participants were all given \$5 Amazon gift cards as a token of appreciation for their participation in my study.

Access and Participant Recruitment

For all school sites, I administered the initial surveys of teachers first through Qualtrics, which did not require physical visits to the school campuses. In addition to submitting my study protocols to the UCLA IRB (my proposal was certified as being exempt from board review), I received approval from administrators at all sites prior to any data collection.

I created an email explaining the purpose of the survey and what the collected data was used for. For Eagle schools (all three divisions), I sent this email to participating teachers through the school's faculty email list. For all other school sites (Mountaineer Elementary, Panther Middle, and Centaur High), a school staff representative sent an email to their school's faculty email list. The link contained within the invitation email took participants directly to the survey hosted by Qualtrics.

Description of Data Collection Instruments

Surveys

The surveys were administered through Qualtrics and was the primary method of data collection for several of the research questions. In addition, survey responses were used in selecting six teachers for a follow-up interview. The survey instrument is provided in Appendix A. The survey consisted primarily of closed-ended questions, apart from the last two questions, which gave participants the opportunity to elaborate on their answers. Although the survey could be completed anonymously, at the conclusion of the survey, participants had the option to indicate interest in a follow up interview. Due to time limitations and resource constraints, not every participant who volunteered was selected as an interviewee. The median time participants spent completing the survey was approximately nine minutes. Contact information was only collected from teachers who indicated a willingness to participate in a follow up interview. The

survey, as indicated in Appendix A, included questions on the type of training and supports, as well as barriers that teachers perceived or faced as it relates to cultivating emotional intelligence, identification of issues that teachers saw as affecting student emotional wellbeing, and issues of self-efficacy as it related to how teachers perceived their ability to address the emotional wellbeing of students.

Interviews

Follow-up interviews were conducted with survey respondents who volunteered to participate in the interview. Interviews were conducted virtually. While the survey questions were largely closed-ended, interview questions were open-ended and modified based on the survey responses. The interview protocol used is provided in Appendix B. Because the interview questions were completely open-ended, participants were able to answer freely and elaborate on their answers in more detail. The content of the questions focused on the research questions, which ranged from identifying issues that adversely affect student emotional wellbeing, to emotionally intelligent strategies that enabled teachers to help support their students.

Data Analysis

The data collected consisted of survey responses and interviews of teachers. This section reports the coding process for the mixed methods research that focused on surveys and interviews of teachers from three K-12 school districts: Verdugo Unified's Mountaineer Elementary School, La Salle Unified's Panther Middle and Centaur High School, and Eagle Lower, Middle, and Upper School. The survey data was collected between November 4th and November 20th, 2021. Interviews were also conducted between November 27th to December 4th.

Surveys

Surveys were administered through Qualtrics, and responses were received beginning on November 6th, 2020 at Mountaineer Elementary (Verdugo Unified School District), from November 9th, 2020, at Eagle Lower School, Middle School, and Upper School, and from November 4th, 2020 at Westside's Panther Middle and Centaur High School. While there were no official "closing" dates, the last survey response received was on November 20th, 2020. In the case of Mountaineer Elementary, Panther Middle School, and Centaur High School, two follow up emails were sent to increase survey response rates.

The survey featured 71 questions that collected information that was relevant to all research questions. The responses given to those questions comprised most of the quantitative portion of my study. These questions were mostly closed-ended in nature, wherein participants had to indicate their level of agreement to a range of statements, such as "I understand why others feel the way they do." Lower levels of agreement with a statement corresponded to a lower Likert value, with strong disagreement corresponding to a value of 1 and strong agreement corresponding to a value of 4. The last survey question gave participants the option of providing an open-ended response wherein they could add any insight or commentary as it relates to issues of emotional intelligence, self-efficacy, and best practices. All surveys were analyzed after compiling them from Qualtrics. The quantitative analysis of the surveys was based on these ordinal scale data points obtained from the level of agreement questions. The responses to each respective research question were then assigned one of the following construct labels: "emo" for perceiving emotions and emotional intelligence, "conf" for self-efficacy, "class" for practices and strategies, "support" for support factors, "resp" for factors that influence engagement in

practices, “issue” for issues that affect emotional wellbeing, and “train” for training received as a result of professional development and teacher certification programs.

The means for each construct were tabulated and assigned to their corresponding code (for example, the first question under the emotional intelligence category was assigned “emo1”). Questions that were left blank, or responses indicating “I do not know” or ones that did not disclose a definitive response were omitted when calculating averages. The averages for each of these questions were then compared to those of other questions with the same construct tag (ex: emo1, emo2, etc.), and a correlation table was made. A table of the inter-item correlations is featured in Appendix C1, which shows the strength of the relationships among items (for example, how closely related the first question of emotional intelligence, “emo1,” was correlated to the second question of emotional intelligence, “emo2”). These tables were color-coded based on the magnitude and direction of correlation, with negative correlations fading from blue (for $r=-1$) to white (for $r=0$) and positive values fading from red (for $r=+1$) to which (for $r=0$).

Item-level analysis was done to examine the strength of correlation among the items within five of the seven constructs: emo, conf, class, support, and resp. The other two constructs, issue and train, did not have item level analysis, as the data set was considered non-aggregated in the case of ‘issue,’ and binary in the case of ‘train.’ Using JASP, I conducted a variety of statistical analyses of the question items that had been developed for each construct label. I used exploratory factor analysis and an internal consistency coefficient (Cronbach’s alpha) to examine how questions clustered together and to determine which items could be combined into composites. In some cases, all the questions that had been developed for a construct were included in the composite scales. In other cases, some items were excluded, or multiple subscales were constructed. The groupings of each subscale within the general constructs were then

assigned with a subconstruct tag, such as “confD” for confidence/self-efficacy in addressing issues of diversity. After determining the items to be included in each composite score and assigning these subconstruct tags, I computed composite scores by averaging the scores of the participants’ responses to the items in each respective composite scale. Thereafter, I obtained a correlation matrix to examine the relationships among the constructs and subconstructs represented by the composite scores. I also performed one-way analyses of variance (ANOVA) to examine differences in mean composite scores across groups and multiple linear regression analyses to examine the extent to which certain composite scores could be predicted from others. These results are discussed further in Chapter Four.

Interviews

The inclusion of the interview component of this study provided qualitative data, as responses given by volunteer participants were more likely to be open-ended since the interview questions were not phrased as “yes or no” questions and required participants to further elaborate on their answers. Interviews explored how teachers addressed the emotional wellbeing of their students, as well as issues related to self-efficacy, supports, and barriers as it relates to supporting the emotional needs of their students. I used Zoom web conferencing to record the interviews. After the completion of the interviews, I subscribed to a transcription service called Otter Ai to transcribe my recorded Zoom videos. Since Otter Ai is an automated transcription service, the transcription of the interviews was limited strictly to the words that the interviewee stated, with no interpretation of the data.

Once completed transcripts of interviews were generated, each transcript was printed out. The answers to each interview question posed to each interviewee, herein referred to as “excerpts,” were placed into one or more of the following categories depending on the content of

the excerpt: admin (support), engagement (resp), emotional intelligence (emo), training factors (train), self-efficacy (conf), practices (class), or perception (issue). I came up with these seven buckets because they related to each of my research questions and hypotheses. In addition, the construct labels were identical to those in the surveys. Following the assignment of each excerpt to one or more bucket categories, I added a caption that described each code to give an idea on how all interviewee responses within the bucket category shared common themes. I then rechecked the assignments to ensure that the bucket category label matched the caption assigned to each code, ensuring that all excerpts provided by interviewee participants also aligned with the bucket category or categories they were placed in.

In addition to finding common themes in the larger bucket categories, within each of these “umbrella” categories, I also identified subcategories and subthemes. For example, under the “emotional intelligence” category, subcategories were identified such as “using emotions” and “regulating emotions.” Interviewee excerpts that could fit under each of these subcategories were identified, and the number of excerpt instances and “unique participants” whose responses addressed content related to such categories were documented. “Unique participants” included all six interviewee participants, as well as survey participants who provided commentary in the free write portion of the survey responses that was specific to the subcategory of interest. When completing this process, I made sure to look at only the parts of the responses that pertained to the subcategory/theme of interest, in cases when the content of the excerpt could fit into multiple categories. For each of these subcategories, I further detailed examples of quotes that illustrated each. Like the coding process outlined for the general bucket categories, I rechecked the content of each excerpt to verify that it was applied correctly to each subcategory.

Role Management and Ethical Issues Affecting Study Credibility

Although I currently work as a teacher at Eagle Middle School, I was not in a supervisory role over any of the participants in my study. Thus, I did not foresee a power dynamic as being a significant issue. While there were no questions that I believed participants would be reluctant to answer honestly, I provided participants an opportunity to ask me questions before or after the interview, if there were any areas of concern.

While I was not in a position of power over my colleagues (I did not have a leadership role at the time of this study), one of the ethical issues I needed to be mindful of is being sensitive to a possible power dynamic that I might have had over the participants once I obtained their responses to a survey and/or interview. To ensure the results were valid, I wanted to guarantee to all participants that their confidentiality was protected and made it clear what the purpose of my study was. By being fully transparent with them about how data was to be collected and how it was going to be used, it may have helped allay some of their anxiety regarding being upfront about how they felt. Moreover, in my email that was sent out with a link to the survey, I stressed that any responses would not be identifiable or shared with anyone at the school. Lastly, I stated that the purpose of the study was strictly to shed light on some of the answers to the research questions in the study, and under no circumstances would it be used or shared with administrators in a way that could result in punitive actions.

The purpose of the study had to be clearly stated for other reasons as well, especially as it related to maintaining the credibility of my study. To make my study credible, I had to minimize any possible biases that may have threatened the validity and reliability of any data I collected. One possible and notable source of bias may have been how my own experiences at Eagle Middle School manifest themselves when phrasing interview questions. In being

consciously aware of this, I was able to phrase questions in a neutral manner to minimize the chances of leading an interviewee to respond a certain way. As previously mentioned, there were no co-workers whom I had “power” over, so I would not expect reactivity to be a huge factor in terms of threat to credibility. In the case of interviewing other teachers from different districts, I did not anticipate any reactivity threat; I was not in a position to evaluate any of the participants, nor was I in any capacity able to take punitive action against them. In triangulating the data, this procedure established validity in qualitative research projects (Lincoln & Guba, 2006; Maxwell, 1996, Merriam, 2016).

Conclusion

My study focused on first identifying what issues teachers perceived as affecting the emotional wellbeing of their students and the strategies that educators used to address such issues. My study also aimed to determine what supports teachers felt they needed to break down barriers that hinder efforts to address students’ emotional wellbeing. In following the coding processes used to construct the composite subconstruct mean scales and correlations, the aim of my study was to provide a framework to make recommendations to administrators, higher education professors, and curriculum directors of teacher credentialing programs concerning how they can be support teachers in addressing student wellbeing.

CHAPTER FOUR: FINDINGS

In this chapter, I first describe the characteristics of the study participants in terms of their school site, division level taught, gender, credential status, and years of teaching. Next, I present a summary of the scale variables used in the subsequent analyses. Thereafter, I present the findings from the surveys for each of the research questions. Finally, I provide a summary of the findings from the interviews, with specific interview participant quotes that support five overarching themes or “takeaways” that can be extracted from the interview data.

Survey Participants

Table 4.1 shows the participation rates by school relative to the overall number of participants who were invited to complete the survey. Table 4.2 describes the sample of teachers in terms of gender, school type, credential status, and years of experience.

Table 4.1

Participation Rates by Site

School Site	Number of Survey Participants	Number of Participants Invited	Response Rate
Eagle Lower School	6	30	20%
Eagle Middle School	15	55	27%
Eagle Upper School	10	65	18%
Mountaineer Elementary	3	40	8%
Panther Middle School	10	69	14%
Centaur High School	12	81	15%
Total	56	340	17%

Table 4.2*Demographic Characteristics of the Survey Responses (n = 56)*

	n	%
School Level		
Elementary	8	14.3
Middle	26	46.4
High	22	39.3
School Type		
Private	31	55.4
Public	25	44.6
Gender		
Male	15	26.8
Female	40	71.4
Missing/Declined	1	1.8
Credentialed Status		
Credentialed	38	67.9
Non-Credentialed	18	32.1
Years of Experience		
0-5	14	25.0
6-10	6	10.7
11-20	18	32.1
21-30	12	21.4
31 more	5	8.9
Missing/Declined	1	1.8

Note: Teaching experience ranged from 0 to 41 years, with a mean of 12.3 and a standard deviation of 8.5 years.

Interview Participants

A breakdown of eligible participants is given below in Table 4.3, along with their background (age group taught) and experience as it relates to taking courses in emotional intelligence and tending to adolescent wellbeing. Two volunteers from the elementary, middle, and high school levels were chosen. For each of these levels, one educator that had emotional wellbeing coursework and one that did not have such coursework was chosen, for a total of six participants.

Table 4.3. Number of Willing Credentialed Participants (n = 27)

Age Group Taught	No Emotional Wellbeing Coursework	Had Emotional Wellbeing Coursework
Elementary School	2	2
Middle School	6	8
High School	5	4

Analysis of Survey Composites

For each of the research questions previously outlined, a series of questions were asked to ascertain teacher opinions about each construct. The blocks of items from the survey responses each consisted of five or more closed-ended ordinal questions that, depending on the question, were typically based on a 4- or 5-point Likert-type scale (with higher values corresponding to higher levels of agreement with each statement). Each of the questions were grouped according to the construct that they addressed and were assigned a construct label, as listed in subsequent tables in this chapter.

Emotional Intelligence

There were initially 15 emotional intelligence survey questions. To determine composite subscales within this construct, I examined the interitem correlations and performed exploratory factor analysis using JASP (see Tables C1 to C6 in Appendix C). These analyses led to the construction of two separate composite scores: self-regulation (SR) and awareness (AW). The SR composite score was based on responses to questions 2, 3, 8, 9, and 12. This five-item scale had a Cronbach's alpha coefficient of .692 (95% confidence interval from .528 to .796). The awareness (AW) composite score was based on responses to questions 4, 5, 6, 10, 13, and 14. This six-item AW scale had a Cronbach's alpha coefficient of .681, with a 95% confidence interval from .526 to .786 (see Table C6 in Appendix C).

Self-Efficacy

There were initially eight questions that dealt with research question three, which focused on a teacher's self-efficacy as it relates to addressing adolescent wellbeing. These questions were highly correlated with one another. Initial factor analysis and reliability analysis indicated that all questions could be grouped into one scale. The Cronbach's alpha value for total self-efficacy, or confT was .819 (95% confidence interval from .733 to .872; see Table C10 in Appendix C).

Classroom Practices and Strategies

There were 15 original questions that dealt with classroom practices and strategies that teachers utilize to address student emotional wellbeing. Initial factor analysis separated practices and strategies questions into two separate categories: a six-item question set called completed tasks and actions (classT) and a 7-item question set called understanding diverse learners and interests (classD). However, two questions did not fit into either factor and were dropped at this

point (questions 6 and 9). These categories were created by looking at common themes that emerged between questions 1 and 3-8 for the classT set, and 2 and 10-15 for the classD set. The Cronbach's alpha values for classT and classD were .787 (95% confidence interval from .682 to .862) and .786 (.684 to .862), respectively (see Tables C25 to C30 in Appendix C).

Perceptions of Responsibilities, Engagement Factors

The survey originally featured seven survey questions on teacher views and engagement factors that could be reflective of teacher practices to student wellbeing. Factor analysis yielded two distinct subconstruct groups: a two-item question set consisting of questions 1 and 3 called teacher beliefs (respB) and a four-item question set consisting of questions 4-7 called teacher engagement actions (respA). Notably, question 2 (which states that "it is a teacher's job to exhibit high morals and values") was not associated strongly with either subconstruct. The Cronbach's alpha values for respB and respA were .634 (95% confidence interval from .429 to .774) and .834 (.751 to .895), respectively (see Tables C11 to C16 in Appendix C).

Teacher Supports to Address Student Wellbeing

The survey initially had nine questions related to the general domain of teacher supports. Factor analysis identified three separate teacher support constructs. One was a three-item support belongingness set (supBe) which consisted of questions 1-3, a two-item prioritizing wellbeing set which consisted of questions 5 and 9 (supP), and a two-item providing logistical and resource support to teachers set to address student wellbeing, which consisted of questions 6 and 7 (supL). Question number four was dropped as statistical analysis showed that Cronbach's alpha values would increase if the item were excluded. The Cronbach's alpha values for supBe, supP, and supL were .887 (95% confidence interval from .797 to .917), .645 (.368 to .752), and .738 (.547 to .818) respectively (see Tables C17 to C24 in Appendix C).

Composite Score Summaries

After completing the scale analyses, ten subconstructs were identified over five domains. Composite scores were not derived from the domain of issues and training research questions: the issues were considered distinct in nature and therefore not aggregated into a composite variable. Similarly, the training research questions were also analyzed separately, examining differences based on credential status and coursework taken.

The ten subconstructs are listed in Table 4.4 below. For each scale, the table shows the composite's label, the number of items (questions) used to compute the composite score, and the estimated value for Cronbach's alpha (as well as a 95% confidence interval).

Table 4.4
Summary of Composites

Label	Name	Domain	# Items	Cronbach's (alpha)	
				Est	(95% CI)
SR	Self-Regulation	Emotional Intelligence	5	.692	(.528,.796)
AW	Awareness	Emotional Intelligence	6	.681	(.526,.786)
confT	Self-Efficacy Total	Self-Efficacy	8	.819	(.733,.872)
classT	Completed Tasks/Actions	Practices and Strategies	6	.787	(.682, .862)
classD	Understanding Diverse Learners	Practices and Strategies	7	.786	(.684, .862)
respB	Teacher Beliefs	Factors That Affect Engagement	2	.634	(.429, .774)
respA	Teacher Engagement Actions	Factors That Affect Engagement	4	.834	(.751, .895)
supBe	Community Belongingness	Supports	3	.877	(.797, .917)
supP	Wellbeing Priorities	Supports	2	.645	(.368, .752)
supL	Logistical and Resource Supports	Supports	2	.738	(.547, .818)

Further statistical analyses of the ten subconstructs shown in Table 4.4 were completed and the degree to which each subconstruct was correlated to one another was determined. Table 4.5 below summarizes the degree of all subconstruct correlations. The darker the shade of red, the higher the degree of positive correlation. Lighter shades, indicate weak correlations. Blue shades indicate negative correlations. The subconstructs presented within Tables 4.4 and 4.5 will be used in analyses presented in subsequent sections throughout this chapter.

Table 4.5*Pearson Correlations Among Composite Scores (n=56)*

Variable	SR	AW	confT	classT	classD	respB	respA	supBe	supP	supL
SR										
AW	<u>.457</u>									
confT	<u>.531</u>	<u>.373</u>								
classT	<u>.407</u>	.203	<u>.456</u>							
classD	<u>.491</u>	.22	<u>.591</u>	<u>.449</u>						
respB	<u>.415</u>	<u>.294</u>	<u>.45</u>	<u>.359</u>	<u>.478</u>					
respA	<u>.421</u>	.205	<u>.467</u>	<u>.385</u>	<u>.436</u>	<u>.519</u>				
supBe	.181	.027	.226	.06	<u>.367</u>	.195	.175			
supP	.168	-.181	.109	-.042	.202	.044	-.02	<u>.304</u>		
supL	.112	-.06	.213	<u>.421</u>	.117	<u>.321</u>	.082	<u>.457</u>	<u>.449</u>	

Note: Correlations with $p < .05$ are underlined and bolded

Survey Findings Related to Research Questions

In the following sections I summarize the survey findings as they relate to each of the research questions. These survey findings are then followed by a discussion of the major themes and “takeaways” that emerged from those who were interviewed, as a means to provide a clearer picture of any trends that emerged from the surveys.

Research Question 1: Issues Affecting Student Emotional Well-being

My first research question focused on the factors that teachers perceive as affecting their students’ emotional wellbeing. Participants were asked to estimate the proportion of students whose about are affected by various issues. The list of possible responses ranged from “none or almost none” to “all or almost all.” Table 4.6 summarizes the results of the survey regarding ten different issues. The means “M” and standard deviations “SD” are shown in the right column.

Table 4.6*Survey Participants' Perceptions of Issues Affecting Student Emotional Wellbeing (n=56)*

Item	1		2		3		4		5		missing		M	SD
	n	p	n	p	n	p	n	p	n	p	n	p		
(iss01) academic pressures	0	.000	2	.036	7	.125	20	.357	25	.446	2	.036	4.26	0.83
(iss02) peer relations	1	.018	0	.000	12	.214	21	.375	20	.357	2	.036	4.09	0.87
(iss03) bullying	2	.036	12	.214	28	.500	6	.107	1	.018	7	.125	2.84	0.77
(iss04) depressing	3	.054	6	.107	35	.625	6	.107	2	.036	4	.071	2.96	0.79
(iss05) community violence	10	.179	18	.321	16	.286	0	.000	1	.018	11	.196	2.20	0.87
(iss06) COVID-19 related	0	.000	10	.179	9	.161	12	.214	19	.339	6	.107	3.80	1.16
(iss07) financial hardship	2	.036	14	.250	27	.482	1	.018	1	.018	11	.196	2.67	0.71
(iss08) housing insecurity	13	.232	15	.268	15	.268	0	.000	1	.018	12	.214	2.11	0.92
(iss09) food insecurity	15	.273	17	.309	9	.164	0	.000	1	.018	13	.236	2.09	1.39
(iss10) social unrest	5	.089	10	.179	20	.357	7	.125	4	.071	10	.179	2.89	1.08

Notes: 1 = none or almost none, 2 = very few, 3 = some, 4 = most, 5 = all or almost all; missing includes "I don't know (not sure)." M = mean, SD = standard deviation.

As shown from the survey data, teachers identify academic pressure and peer relations as affecting students the most, while issues such as not having access to shelter and food were not seen as issues that affect kids as much. Interestingly, while teachers identified COVID-19 as the third most significant hardship for students, behind that of academic pressure and peer relations.

Research Question 2: Exhibiting Emotional Intelligence

My second research question focused on the extent to which teachers exhibit emotional intelligence. The survey featured 15 emotional intelligence questions and asked questions specifically regarding an educator's ability to regulate their own emotions, use their emotions, and understand their emotions. The survey questions were ordinal in nature and ranged from a rating of "1 – strongly disagree" to "4 – strongly agree." Table 4.7 shows the distribution of survey participant responses to each of the 15 emotional intelligence questions, with higher levels of agreement to each statement corresponding to higher numbers on this 4-point Likert scale.

Table 4.7
Participant responses to Emotional Intelligence items (N=56)

Item	1		2		3		4		M	SD
	n	p	n	p	n	p	n	p		
(emo1) I am aware of my own emotions.	1	.018	1	.018	25	.446	29	.518	3.46	0.63
(emo2) I understand my emotions.	0	.000	1	.018	37	.661	18	.321	3.30	0.50
(emo3) I am aware of environment.	0	.000	1	.018	26	.464	29	.518	3.50	0.54
(emo4) I am aware of other's emotions.	1	.018	3	.054	35	.625	17	.304	3.21	0.62
(emo5) I can empathize with others.	0	.000	1	.018	21	.375	34	.607	3.59	0.53
(emo6) I understand others' feelings.	0	.000	4	.071	37	.661	15	.268	3.20	0.55
(emo7) I know about peer relations.	2	.036	13	.232	35	.625	6	.107	2.80	0.67
(emo8) It is easy to focus for a long time.	2	.036	19	.339	17	.304	18	.321	2.91	0.90
(emo9) I use my emotions to reach goals.	1	.018	8	.143	34	.607	13	.232	3.05	0.67
(emo10) People have told me I listen well.	0	.000	5	.089	26	.464	25	.446	3.36	0.64
(emo11) I ask people for feedback.	0	.000	8	.143	32	.571	16	.286	3.14	0.64
(emo12) I set goals/monitor my progress.	5	.089	11	.196	29	.518	11	.196	2.82	0.86
(emo13) I build strong relationships well.	0	.000	3	.054	29	.518	24	.429	3.38	0.59
(emo14) I change behavior in various settings.	0	.000	4	.071	20	.357	32	.571	3.50	0.63
(emo15) I am not distracted by negative events.	9	.161	21	.375	19	.339	7	.125	2.43	0.91

Notes: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. M = mean, SD = standard deviation.

Overall, teachers self-identified themselves as having a relatively high level of emotional intelligence, with an average composite score of 3.17. However, when factor analyses were conducted, two subconstructs emerged: self-regulation (SR) and awareness (AW). The self-regulation composite score (n = 56), which was based upon questions 2, 3, 8, 9, and 12, showed an average response rating of 3.12, a number slightly north of “agree.” The awareness subconstruct of emotional intelligence (n = 56), which was based on questions 4, 5, 6, 10, 13, and 14, showed an average response rating of 3.37, indicating a slightly higher level of

agreement with educators being aware of their own emotions, emotional state, and limitations as an individual. While participants self-identified as having strong emotional intelligence for all the awareness subconstruct questions, the survey data indicates that participants most strongly identified as being empathetic, with a score of 3.59 points. Conversely, when looking at questions belonging to self-regulation, participants indicated the lowest level of agreement with setting goals and monitoring one's own progress, with a score of 2.82.

Questions 1, 7, 11, and 15 did not belong to either subconstruct set, suggesting that these questions were not as relevant to either subconstruct of emotional intelligence. Even so, there was little variation between the different pillars of emotional intelligence, with a differential "gap" between the lowest and highest components of emotional intelligence being 0.7 points.

Research Question 3: Self-Efficacy in Addressing Wellbeing

My third research question focused on an educator's sense of self-efficacy as it relates to addressing student emotional wellbeing. Given the ongoing COVID-19 pandemic, some questions asked about an educator's perceived ability to address wellbeing virtually, as well as implement an online curriculum sensitive to the logistical and emotional challenges students feel by learning virtually. Table 4.8 provides a summary of the survey responses given as it relates to issues of self-efficacy.

When considering the total self-efficacy construct domain, the strongest categories were being able to implement a curriculum that is sensitive to the emotional wellbeing of students prior to COVID and being confident in supporting student emotional wellbeing in the classroom. Notably, the COVID "virtual" counterparts (questions 2 and 4) were significantly lower, at 3.1 and 2.8 points, respectively. In comparison, the average composite rating for pre-COVID self-efficacy responses (questions 1 and 3) was 3.53. The aggregated average of all self-efficacy

questions, at 3.19, indicates a reasonable level of self-efficacy. Other noteworthy findings were that teachers expressed lower levels of confidence for addressing topics such as suicide, depression, and substance abuse (question 8).

Table 4.8

Self-efficacy of teachers as it relates to addressing student emotional wellbeing (N=56)

Item	1		2		3		4		M	SD
	n	p	n	p	n	p	n	p		
(conf01) pre-covid confidence in implementing EWB curriculum	0	.000	0	.000	26	.464	30	.536	3.54	0.50
(conf02) confidence in implementing virtual EWB curriculum	0	.000	9	.161	35	.625	12	.214	3.05	0.62
(conf03) pre-covid confidence in supporting students' wellbeing	0	.000	0	.000	27	.482	29	.518	3.52	0.50
(conf04) confidence in supporting EWB, virtual setting (n=55)	1	.018	17	.309	33	.600	4	.073	2.73	0.62
(conf05) confidence in understanding minority students	0	.000	11	.196	24	.429	21	.375	3.18	0.74
(conf06) knowledgeable about different student cultures	0	.000	9	.161	30	.536	17	.304	3.14	0.67
(conf07) confident in implementing student wellness initiatives	1	.018	5	.089	23	.411	27	.482	3.36	0.72
(conf08) confident in addressing sensitive topics	2	.036	14	.250	26	.464	14	.250	2.93	0.81

Notes: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. M = mean, SD = standard deviation.

Research Question 4: Teacher Practices and Strategies

The fourth research question focused on the extent to which teachers engage in practices and strategies that promote student wellbeing. Table 4.9 features a summary of the survey results related to strategies and practices that teachers implement in their classes to address emotional wellbeing.

The findings from the survey indicate that the lowest mean scores were having students do journal writing, reflection on lesson plans, discussion with colleagues on how to best address emotional wellbeing and incorporating cultural artifacts into classroom. Discussion with colleagues had the lowest mean rating (2.5 points).

Table 4.9*To what extent do teachers engage in practices that promote student wellbeing? (N=56)*

Item	1		2		3		4		M	SD
	n	p	n	p	n	p	n	p		
(class01) projects or group assignments requiring collaboration	1	.018	9	.161	28	.500	18	.321	3.13	0.74
(class02) help students develop strategies to problem solving skills	0	.00	8	.143	33	.589	15	.268	3.13	0.63
(class03) tasks students complete incorporate character skills	1	.018	14	.250	28	.500	13	.232	2.95	0.75
(class04) students have opportunities to provide peer feedback	3	.054	17	.304	27	.482	9	.161	2.75	0.79
(class05) students are actively encouraged to empathize with others	0	.00	11	.196	31	.554	14	.250	3.05	0.67
(class06) positive quotes are displayed in the classroom	2	.036	16	.286	23	.411	15	.268	2.91	0.84
(class07) students complete journal writing or reflections periodically	6	.107	18	.321	18	.321	14	.250	2.71	0.97
(class08) lesson plans are reflected upon concerning wellbeing	4	.071	27	.482	18	.321	7	.125	2.50	0.81
(class09) discuss with coworkers about how to best address EWB	5	.089	21	.375	19	.339	11	.196	2.64	0.90
(class10) attempt made to determine why students act a certain way	0	.00	4	.071	26	.464	26	.464	3.39	0.62
(class11) cultural artifacts (paintings, etc) are incorporated in class	4	.071	17	.304	25	.446	10	.179	2.73	0.84
(class12) norms are enforced requiring active listening and respect	0	.00	4	.071	22	.393	30	.536	3.46	0.63
(class13) students are reminded to take care of their health	0	.00	11	.196	27	.482	18	.321	3.13	0.72
(class14) importance of students making their voices heard is stressed	0	.00	5	.089	30	.536	21	.375	3.29	0.62
(class15) importance of making mistakes to learn and grow is valued	0	.00	5	.089	17	.304	34	.607	3.52	0.66

Notes: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. M = mean, SD = standard deviation.

The highest rated items were setting and abiding by norms and emphasizing the importance of making mistakes, both having means of about 3.5; finding out why students behave a certain way way not close behind, with a mean of 3.4. Notably, all these items cut across subjects and are broadly applicable. Further analysis of the subconstructs of this domain show a 2.85 composite average for the completed task and actions category (classT), which was based on questions 1, 3, 4, 5, 7, and 8, and a 3.23 composite average for understanding diverse learners (classD), which was based on questions 2 and 10-15.

Research Question 5A: Teacher Training

Research question 5A focused on the extent to which teachers receive training on how to support students' emotional wellbeing. Table 4.10 shows to what extent teachers received training as it relates to supporting emotional wellbeing. Of the participants who received such training, Table 4.11 shows the breakdown of how helpful that training was, whether through a

credential program or professional development. The findings indicate that 68% of teachers who responded had a credential. Of those with a credential, only 53% said their program included a course that dealt with students’ emotional wellbeing. 70% of participants sought out emotional wellbeing professional development opportunities, while 80% had taken such a class.

Of those who have received professional development on emotional wellbeing, the average score of helpfulness was 3.5 out of 5 points. Overall, training the participants received in the survey responses was perceived as “somewhat helpful” to “very helpful.”

Table 4.10

To what extent, if at all, do teachers receive training on how to support student EWB? (N=56)

Item	no		yes	
	n	p	n	p
(train01) I have completed a teacher certification program to obtain a credential	18	.321	38	.679
(train02) Have you taken any courses or professional development that dealt solely with how to address student emotional wellbeing?	11	.196	45	.804
(train03) Do you seek out opportunities to engage in professional development training to address the student emotional wellbeing?	17	.304	39	.696
(train 04) If ‘yes’ to #1, did the program have a class that dealt with student emotional wellbeing?	18	.474	20	.526

Notes: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. M = mean, SD = standard deviation. For question train04, n = 38.

Table 4.11

To what extent was the course or PD opportunity helpful (N=45)

Item	1		2		3		4		5		M	SD
	n	p	n	p	n	p	n	p	n	p		
	(PD) If yes to train02, on a scale from 1-5, how was the class?	1	.02	3	.05	22	.39	11	.20	8		

Notes: This table includes participants who answered “YES” to train02. 1 = not at all helpful, 2 = slightly helpful, 3 = somewhat helpful, 4 = very helpful, 5 = extremely helpful. M = mean, SD = standard deviation.

I conducted a series of t-tests to examine the extent to which teachers' practices, self-efficacy, and emotional intelligence were associated with their participation in an emotional wellbeing course. Thus participation in an emotional wellbeing course could have taken place in an educator's teacher credential program, a professional development course, or training module. Table 4.12 shows these results.

Table 4.12

Independent Samples t-Test: Differences in Composite Scores According to Participation in an Emotional Wellbeing Class (EWB-C)

	t	p	Mean Difference	SE Difference	95% CI for Mean Difference		Cohen's d	95% CI for Cohen's d	
					Lower	Upper		Lower	Upper
classT	-1.080	0.283	-0.156	0.144	-0.443	0.132	-0.302	-0.850	0.249
classD	0.342	0.736	0.043	0.127	-0.211	0.297	0.094	-0.453	0.641
confT	-0.130	0.895	-0.017	0.124	-0.266	0.233	-0.037	-0.584	0.510
AW	0.580	0.566	0.060	0.104	-0.149	0.269	0.161	-0.387	0.708
SR	0.567	0.580	0.074	0.134	-0.193	0.342	0.155	-0.393	0.702

Note. Student's t-test. All tests had 54 degrees of freedom.

As seen in Table 4.12, no significant differences were found in the subconstruct mean scores based on participation in an emotional wellbeing course ($p > 0.05$ for all comparisons). Thus, as it relates to issues of an educator's emotional intelligence, classroom practices, and self-efficacy, there was no significant difference between educators who completed an emotional wellbeing class and those who did not.

In addition to participation in a wellbeing course having no significant impact on the aforementioned constructs, the null hypothesis for the support factor constructs and participation in a course on emotional wellbeing affecting emotionally intelligent class practices and strategies could not be rejected. In such cases, a teacher's reported level of self-belongingness to the school community (supB), setting priorities (supP), logistical supports (supL), and professional development in addressing wellbeing (EWBc) all exhibited p-values greater than 0.05 with

respect to implementing emotionally intelligent classroom practices and having higher self-reported emotional intelligence (Appendix C, Tables C35 to C39).

Research Question 5B: Teacher Roles/Responsibilities

Research question 5B focused on what factors affect teachers’ engagement in practices and strategies that promote student wellbeing by examining what roles and responsibilities teachers feel they have. Table 4.13 shows a summary of participant responses to what role, if any, teachers should play in promoting student wellbeing.

Table 4.13

What factors affect teachers’ engagement in practices that promote student wellbeing? (N=56)

Item	1		2		3		4		M	SD
	n	p	n	p	n	p	n	p		
(resp01) A teacher’s job is to address student EWB	0	.000	3	.054	18	.321	35	.625	3.57	0.60
(resp02) It is a teacher’s job to exhibit high morals and values	1	.018	0	.000	10	.179	45	.804	3.77	0.54
(resp03) Teachers must know about current events of interest	0	.000	2	.036	20	.357	34	.607	3.57	0.57
(resp04) Teachers should learn to display EI behaviors	0	.000	3	.054	15	.268	38	.679	3.63	0.59
(resp05) Teachers should ‘self-learn’ about EWB practices	0	.000	10	.179	23	.411	23	.411	3.23	0.74
(resp06) Important to talk to students about non-school topics	1	.018	2	.036	14	.250	39	.696	3.63	0.65
(resp07) Important to learn about the cultures of the students	0	.000	3	.054	24	.429	29	.518	3.46	0.60

Notes: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. M = mean, SD = standard deviation.

The highest score for factors of engagement were “it is a teacher’s job to exhibit high morals and values” (question 2), with a mean rating of 3.8. The lowest score was “I learn about best practices” independently – at a score of 3.2. The mean seven-item composite score was 3.54 points, suggesting that survey participants remain highly engaged in exhibiting behaviors that are a product of the responsibilities and motivation they feel in addressing the emotional wellbeing of students. When considering the subconstructs, the average composite score for teacher beliefs was 3.57 (based on questions 1 and 3), while the teacher engagement action composite score was 3.49 (based on questions 4-7).

A series of multiple linear regression models were used to examine the relationship between the “respA” and “respB” composite scores to awareness (AW), self-regulation (SR), self-efficacy (confT), classroom practices related to diverse learners (classD), and classroom practices related to completed tasks (classT). The results are summarized in Tables C35 – C39 in Appendix C. Together, respA and respB accounted for a significant portion of the variability in self-regulation ($R^2=.172$, $p=.002$), self-efficacy ($R^2=.237$, $p<.001$), classroom practices related to diverse learners ($R^2=.262$, $p<.001$), and classroom practices related to completed tasks ($R^2=.262$, $p<.001$). However, respA and respB were not significant predictors of awareness ($R^2=.025$, $p=.192$). In summary, teachers who viewed tending to students’ emotional wellbeing as part of their job tended to report higher levels of self-efficacy, self-regulatory emotional intelligence, and engagement in classroom practices that addressed student wellbeing.

Research Question 5C: External Factors

The final research question, 5C, focused on how external factors in a teacher’s workplace affect a teacher’s ability to address student wellbeing. Table 4.14 summarizes the responses to survey questions related to perceptions of support.

Table 4.14
To what extent do teachers feel adequately supported? (N=56)

Item	1		2		3		4		M	SD
	n	p	n	p	n	p	n	p		
(support01) I feel like I am a part of the school community	2	.036	3	.054	30	.536	21	.375	3.25	0.72
(support02) I feel invested in my school	1	.018	4	.071	24	.429	27	.482	3.38	0.70
(support03) Administrative support to address EWB is high	2	.036	8	.143	28	.500	18	.321	3.11	0.78
(support04) Other teachers are helpful in addressing EWB	2	.036	11	.196	26	.464	17	.304	3.04	0.81
(support05) My school makes student EWB a priority	2	.036	11	.196	29	.518	14	.250	2.98	0.77
(support06) Incentives for teachers to use EI practices exist	6	.107	26	.464	16	.286	8	.143	2.46	0.87
(support07) I have time/resources to implement EI initiatives	6	.107	25	.446	17	.304	8	.143	2.48	0.87
(support08) There’s a staff member I can refer a student to	1	.018	6	.107	30	.536	19	.339	3.20	0.70
(support09) School culture supports teachers addressing EWB	2	.036	9	.161	32	.571	13	.232	3.00	0.74

Notes: 1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree. M = mean, SD = standard deviation.

Questions 1 and 2 were rated as the highest, which corresponded to “I feel like I am a part of my community” and “I feel invested in my school,” respectively. Questions 6 and 7, which correspond to “my school provides incentives for teachers to learn...” and “I have sufficient time and resources to pursue...” were rated the lowest, having mean ratings of about 2.5 points. Taken together, it seemed that teachers felt attached to their school and its wellbeing but disagreed on whether they felt supported in terms of being provided with resources.

The overall average aggregate score was about 3 points, which suggests that teachers perceive a relatively high level of support and school infrastructure as essential to supporting student EWB. When subconstructs were analyzed, teachers indicated lower levels of agreement for the wellbeing priorities (supP; questions 5 and 9) and community belongingness (supBe; questions 1-3), with mean composite scores of 2.47 and 2.99 points, respectively. Slightly higher levels of support were indicated for the logistical composite score (supL; questions 6 and 7), with an average score of 3.13.

In addition to logistical supports and teacher attachment to their school, I examined how each of the other subconstructs in Tables 4.4 and 4.5 related to the tasks or actions taken by the teacher (classT), as well as how a teacher addresses diverse learners (classD). Specifically, I performed multiple linear regression analyses with supBe, supP, supL, and EWBe (participation in a class on emotional wellbeing) as predictors. In the first analysis, classT was the outcome variable. In the second analysis, classD was the outcome (Tables C43 and C44 in Appendix C). The four predictors explained relatively low and non-significant proportions of the variance of classT ($R^2=0.044$, $p=.673$) and classD ($R^2=0.162$, $p=.056$).

Although it was important to note how non-class subconstructs related to teaching strategies and practices, I also wanted to explore whether practices varied according to the grade

level of the teacher or the school type the teacher worked in. To accomplish this goal, I conducted one way ANOVA and found that there was no association between grade level and school type and the classT and classD variables, meaning that the type of school a teacher works at and the grade level that they teach was not predictive of the extent to which the teacher used practices or strategies that address student emotional wellbeing (see Appendix C, Tables C31 to C34).

The findings previously described indicate that most teachers feel emotionally invested in their respective school and community, but that a significant portion of teachers do not feel that they receive adequate support as it relates to addressing the emotional needs of their students. This trend was prevalent across the school sites, as there was no statistical difference in the frequency of such responses amongst participants of different grade level divisions and public or independent schools.

Analysis of Interview Data and Responses to Open-Ended Survey Questions

In this section, I summarize findings from the six interviews and the responses to an open-ended survey question. A total of 18 teachers are included in these analyses (including the six teachers who were interviewed). Across the responses from these 18 participants, I assigned codes to 168 excerpts and quotations. These codes corresponded to themes that align with my research questions, such as admin (support) or emotional intelligence (emo). Table 4.15 below provides a summary of the open-ended responses. I provide an example of an excerpt that corresponded to each theme, along with a count of the number of instances as well as the number of distinct participants who made such statements that were relevant to each theme.

Table 4.15*Summary of Open-ended Responses from Survey and Interviews (n=18)*

Topic/Theme	Example	Responses		Participants	
		n	%	n	%
admin (support)	“There’s not much the principal can do except for support you and what you’re requesting you know, if there’s kids that have become violent or yelling, it would be helpful if the principal pulled those kids when that stuff is happening. In my school that happens thank god. So __ gives us freedom [curriculum].”	38	22.6	9	50.0
EI (emo)	As it relates to reading cues and talking to students: “know when to dig deeper, that’s something I’ve learned over time, like when I was younger, I was a little more impatient and I wanted to help someone quickly. And sometimes people didn’t want help right then, especially the older kids. So I would sneak little comments, like ‘Ashley are you OK?’ Then I would say okay well I just want you to know, I’m around at lunch. And then I would check in again.”	41	24.4	9	50.0
Engagement (resp)	“When we stop putting the emotional needs of students on the shoulders of teachers, maybe we have a chance of addressing the child’s needs because right now that’s what we do. I worked in Detroit and you weren’t even given pencils.”	33	19.6	10	55.6
Perception (Issues)	“it’s really hard because you’re on a screen, but I’ve noticed [some students] significant facial change, attention change, lack of engagement, I would say when a student goes from being highly engaged to stepping out and not having anything...”	41	24.4	6	33.3
Practices (class)	Participant stated that he greets his students at the door, puts on music walks around the classroom, and does icebreakers. Moreover, participant stated that teaching global studies helps.	34	20.2	11	61.1
self-efficacy (conf)	“I’m actually really good with kids. Kids love me. I’ll tell them nice things like I have a question for you, ‘why are you so amazing’ and they will reply ‘because you are the best teacher ever.’ It’s the same thing as a friendship.”	23	13.7	6	33.3
Training (train)	Participant asked the rhetorical question, “How do you deal with the kid that’s depressed?” Moreover, participant stated that when he underwent credential training, some of his cohort members were not with teachers who were the best at dealing with addressing student wellbeing. Some mentor teachers said, “you’re the student teacher, awesome here’s your class.”	24	14.3	7	38.9
combined (all)		168		18	

Emerging Themes or “Takeaways” from Interview and Open-Ended Responses

Based on the findings from the open-ended response portion of my study, five overall themes or “takeaways” were identified as it relates to issues having the most adverse impact on student wellbeing, addressing student emotional wellbeing, support factors, previous training and experience, and teacher self-efficacy.

Most Pressing Stressors: Academic Pressures and COVID-19 Related Issues

During the interviews, participants were asked to elaborate on issues that they see as being the most detrimental to student emotional wellbeing, as well as what behaviors inform educators that these issues have a negative impact. Related to issues affecting emotional wellbeing, two interviewees identified academic pressure as a huge issue. This was mentioned in three instances by different teachers. In mentioning academic pressure as a dominant stressor, the teacher noted that this was most acute in older students who were college bound, wherein she stated,

For my juniors and seniors they have a lot of pressure to get into the right college and have the right GPA and classes. They feel the pressure to take the highest level of class but also get an A.

Of the three responses that cited academics as a top stressor, one included a middle school educator who worked at an independent school, another included a high school teacher from a public school, with the stressor being especially apparent in juniors and seniors who are college bound and were more conscious of their academic standings, and a third participant who taught at a public middle school cited academic issues as a concern in part because she identified some students as a people pleasers who wanted to be recognized for their accomplishments. The teacher hypothesized that academic stressors may be working in conjunction with stressors in the

student's homelife, wherein the student did not have parents who were active in her life and therefore wanted to please her teacher as the student may have viewed the teacher as a parental figure.

While the issue of academic pressures cited in interviews mirrors that of the survey findings, another issue is similarly mirrored between that of the open-ended responses and interviews and the surveys: COVID-19 related stressors. All six interviewees, including some participants who left commentary in their survey, identified an issue that was directly related to, or exacerbated as a result of the ongoing pandemic. Such issues included increased social media influences, peer relations, and financial hardships. A further deep dive into the data provided from the interview, supports the assertion that COVID-19 related issues were perhaps the dominant stressor. When subcategories of most impactful issues were further examined, the most mentioned issues included the increased influence of social media and virtual learning environments (five instances each), social isolation due to COVID-19 (three instances), and poor online attendance (one instance), all of which were issues associated with the ongoing pandemic. Collectively, this constituted 14 instances out of a total of 22 instances cited by teachers. This finding is in line with the findings from the survey, wherein academic pressures and COVID-19 related issues were cited as issues that most adversely impacted student wellbeing.

Building Relationships is of Critical Importance

Given the ongoing stressors of academic pressure and COVID-19 related challenges, all six interviewees highlighted the importance of building relationships with students to help and support adolescents. Interestingly, all six interview participants also mentioned the importance of using four pillars of emotional intelligence to help address the emotional wellbeing of students, with an emphasis on understanding, using, and regulating one's emotions. To this

effect, one educator mentioned, “I’m real with the kids. I am who I am, and I don’t try to hold that back. I give them a hard time, I joke with them, I say hi, and I try to build that rapport.”

The importance of building relationships was cited nine times by interviewee participants, with one teacher stating that she specifically requested a student she coached to be transferred into her math class, to actively support the student athlete given the enormous hardships the teacher knew this student faced.

Decreased Self-Efficacy in Addressing Wellbeing Virtually

Given the difficulty in building relationships new students during the ongoing pandemic, an additional emerging “takeaway” from the open-ended responses was decreased teacher self-efficacy as it related to addressing student wellbeing. Prior to the pandemic, while four of the six interviewees felt confidence in addressing student wellbeing, in all six participants stated that their ability to support their students emotionally was diminished as a result of COVID-19. As a testament in support of this statement, one participant remarked,

When so many of them have their cameras off and some of them have unisex names, I am not sure if it’s a boy or girl because I can’t see them. It’s more about that participation, not just in the class setting but more about outside of the class, are they doing their assignments?

A second participant expressed similar feelings.

To compound the existing challenges of using virtual platforms, four of the six interviewees mentioned that assessing whether a student needs emotional support is difficult because it is easier for students to fly under the radar, especially if the student attends online classes every day and completes their work. Of these four participants, one teacher specifically recounted a story of how a student’s mom mentioned that a coyote ate the student’s cat, and as a

result, the student was traumatized from the event. This teacher (along with one other participant) went on to state that for some students, completing work and keeping their mind busy can be an escape from some of the negative events that adversely impact their emotional wellbeing, but that such instances do not allow teachers to ascertain whether a student needs emotional support.

Teachers Feel Responsible for Wellbeing, but Credential Programs Inadequate

Related to the notion that teachers reported decreased self-efficacy in a virtual setting, the frustration being played out may be linked to teachers feeling helpless in supporting student wellbeing. Through the interviewees, all six participants agreed that addressing student wellbeing is a part of their job, on ten separate instances. When asked to what extent addressing wellbeing is a part of a teacher's job, one participant stated,

It's a pretty big role. We should teach them how to be in tune to their own emotional needs. I still get a little concerned that I'm missing somebody, someone is slipping through the cracks. It's a big concern because many kids can be isolated, and we don't know what's going on.

Despite the feeling that all participants view tending to student wellbeing as part of their job, to some extent, all six participants also noted that credential programs could have done more to help prepare teachers to support the emotional wellbeing of their students. When asked to elaborate further, one teacher remarked,

There could have been more [done, from credential program]. We had dealing with one of the classes, the emotional needs of your student back in 2001. It was taught by a teacher just reading out of a book who didn't have a whole lot of experience. Teachers need to be made more aware of the social emotional needs of students. They need

additional psych classes, especially child development coursework. I got additional stuff when I was doing my doctoral work in ed psych.

The teacher noted that she participated in an education psychology class, which helped her to identify extreme cases such as child abuse and safety, but that there “wasn’t a whole class on social emotional wellness of children, just the psychology in education, and it was separated.”

Related to this point, another participant mentioned that credentialing programs need to provide teacher candidates with basic tools that consider the developmental age of the students they teach, noting that “there’s also a huge difference between a sixth grader and a 12th grader and their needs.”

Lack of External and Administrative Supports

In addition to the perceived lack of training from credential programs that participants felt, all six interviewee participants and three survey participants mentioned that they do not receive adequate external and administrative support. Within this broad category, five of the six interviewee participants mentioned that there is a disconnect between policies that are stated on paper and what is done in practice. As a reflection of this sentiment, one participant remarked,

Sometimes what is stressed by school administration is not always carried out in that manner. I feel like sometimes teachers are expected to do more of that work without much help/guidance from administration. Teachers are expected to do a lot/have very many different roles in the community and our emotional wellbeing is not taken into account, even though the administration says they hear us, when policies are created.

When asked to provide specifics as to why this participant felt this way, the participant stated that administration tells teachers to take care of their emotional wellbeing, but burdens teachers

with additional work, often giving teachers short notice on when they need a particular task completed by.

As such, nine participants (commentators and interviewees) mentioned that they need some sort of support, be it prioritizing the wellbeing of faculty members and staff, time or another resource to help effectively address student emotional wellbeing. To drive this point home further, all six interviewee participants mentioned they lack support in one or more areas, which also extends to lacking some other resource such as training and time.

CHAPTER FIVE: DISCUSSION

The previous chapter discussed the survey findings related to each of the constructs and subconstructs associated with all my research questions and overall takeaways that emerged from interviews and open-ended responses. This chapter begins with a summary of those major findings. Then, I discuss some areas that my study did not touch upon at length and some caveats to my study that need to be considered. Thereafter, I state what the findings in Chapter Four may mean for different stakeholders in K-12 education, whether they be teachers, administrators, or universities who train K-12 teacher candidates within their credential programs. Finally, I conclude with a discussion of future topics of interest that I would have liked to explore that my study did not directly address, as well as some final thoughts on what the overall themes presented within this dissertation mean for the future of education at large.

Summary of Major Findings

The findings from participant surveys and interviews clearly state that the dominant issues that educators perceive as adversely affect student wellbeing are issues related to academic pressure and the COVID-19 pandemic. Within these broad categories, educators specifically identify social isolation, increased exposure to social media, and lack of support systems as common stressors. Although most educators identify as having a relatively high degree of emotional intelligence (especially as it relates to the perception of emotions and understanding emotions), because of the pandemic educators were forced to increasingly rely on virtual learning platforms. As such, there was a lack of physical interaction with their students, which resulted in educators reporting that they feel significantly less equipped to support the emotional wellbeing of their students. While study participants generally reported that they

regularly implement emotionally intelligent practices and strategies during in person instruction, this was less true in a virtual setting.

Tellingly, an overwhelming majority of survey participants and 100% of interviewee participants stated that supporting the emotional wellbeing of students is an important part of a teacher's job. Nonetheless, most teachers also indicated the presence of some barrier that hinders their ability to support student emotional health, whether it is lack of professional development opportunities and training, lack of resources such as time, cultural expectations, school policies that disincentivize certain class practices or strategies, or lack of administrative support. As such, an overwhelming majority of teachers who participated felt that addressing the emotional wellbeing of students is not a task that teachers alone can achieve. The realities stated by my study's participants are consistent with research presented in Chapter Two's literature review, in that teacher training and adequate resources that support teachers are essential if student wellbeing is to be prioritized (Knitzer, Steinberg, & Fleisch, 1991; Koller & Bertel, 2006; Roeser & Midgley, 1997).

Study Limitations

There were several limitations to this study that would need to be considered when analyzing the findings. First, the degree to which a teacher self identifies as being able to effectively address their students' emotional wellbeing could be partly explained by the school culture at large, and not anything specific to the teacher themselves. For this reason, if the situation permitted (sufficient volunteers and alignment of schedules), multiple teacher participants from the same school setting would be interviewed and observed, thereby providing a baseline reference of comparison. However due to logistical and resource constraints as well

as the limited number of participants who met the eligibility requirements for my interview protocols, only six interviews were conducted, which limited the sample size further.

A second limitation of this study was that the degree to which teachers were able to address the emotional needs of their students may be due to personality traits that were innately unique to that teacher, and not necessarily “skills” that the teacher possessed. These personality traits are not quantifiable and therefore are difficult to “label.” As such, recommendations such as increased professional development opportunities, additional coursework in building student relationships, effective communication classes, and so forth may not have fully accounted for a teacher’s ability to effectively address the emotional wellbeing of their students. This point was further alluded to during interviews with some of the participants, especially as it relates to responses regarding personal teacher traits.

A third limitation had to do with having teachers provide data on self-reported behaviors, as such self-ratings could be interpreted as somewhat subjective. As individuals, people may hold themselves to different standards and as such, there was no uniform standard by which self-efficacy ratings could be reported. Related to this, some staff members may have been unintentionally omitted from the sample, as there are other support staff that work directly with students aside from their teachers, such as learning specialists and educational aides. As it related to the nature of survey questions, in retrospect, I would have liked to “proofread” my survey questions a bit more to ensure a tighter alignment with my research questions and avoid repetitive questions. For example, I would have liked to eliminate either questions five or six under the emotional intelligence section, given that empathizing with others (emo5) is very similar to understanding why others feel the way they feel (emo6).

Related to adjustments that I would have made to my data collection instruments, a fourth limitation that may have presented a threat to the reliability of the survey data was the sheer length of the survey. As noted in previous chapters, the median time survey participants took to complete and submit their responses was approximately nine minutes. Given that there were more than seventy questions in the survey, this meant that on average, participants spent only 7-8 seconds thinking about each of their answers and inputting their responses into the survey. This short period of time suggests that some participants may not have taken time to reflect on each question on a deeper level. Thus, participants may have varied in their attentiveness and also in how honestly they answered each question. As such, revising the survey in a way that reduced the number of questions and eliminated unnecessary prompts could have provided more meaningful responses and data and subsets of construct items of interest could potentially be administered in future studies.

Fifthly, limitations on sample sizes were an issue across all school sites. As outlined in Chapter Three, I anticipated that approximately 80 out of 340 teachers would complete the survey. Even though I stated that my expected response rates at each site would be approximately 15% to 33% participation, the actual survey response rate tallied 56 complete responses, representing a shortfall of approximately 30%. This is a significant discrepancy, as the expected number of responses compared to the actual number of responses was significantly different. This is especially true in the case of Mountaineer Elementary, wherein only three responses were received (out of 40 teachers). Although the number of survey responses was lower than anticipated, I nonetheless did not enlist the help of fellow ELP cohort members to recruit additional participants. This “gap” in expectations is a significant limitation as the limited responses given in the survey presented not only a partial picture of teacher perspectives

as a whole at each school, but also limited the “pool” of possible teachers to which I had access to follow up in through the interview process.

Looking back at the data collection instruments individually, when considering participant demographics, there are a couple of points to consider. Of the 56 completed survey responses logged, six interviewees were selected. Considering that of the six interviewees, five of them were White educators and only one was Latina, I would have liked to include more participants that were educators of color as their insight may have been different from their White counterparts. However, given the research questions I had and the resulting criteria that I followed to select participants, my options for interviewee selection were severely limited. This was due in large part to “who” was eligible to participate in the interview process, given that some educators did not complete a credential program and the fact that I wanted to select one educator from each division level (elementary, middle, and high school) that was trained in a course that dealt with addressing adolescent wellbeing.

Implications for Teachers

The findings of my study have implications for a variety of education stakeholders, including teachers, administrators and institutions that support teachers, and for higher education programs that help train teachers.

For teachers, the findings imply that perhaps surprisingly, an educator’s knowledge of student-to-student social relations was viewed as relatively insignificant in terms of helping teachers to address student wellbeing (emo7). As it relates to emotional intelligence, similarly, whether or not a teacher asked their peers for feedback on what they (the teacher) did well, and what could be improved upon also had negligible significance. In terms of teacher responsibility and engagement factors, the findings reported strong agreement with the notion that addressing

emotional wellbeing of students is an important and integral part of a teacher's job and that teachers should take it upon themselves to seek out opportunities to improve upon best practices and build a strong rapport with their students. Perhaps surprisingly, however, is that the question of whether it is a teacher's job to exhibit high morals and values was statistically insignificant. While participants who disagreed with the statement of high morals and values may have different reasons for such disagreement, the free response of one participant provided a glimpse into one school of thought, wherein the teacher commented "*the idea that teachers must be moral role models for students in their personal lives is antiquated...while SEL is important, dictating to teachers how they spend their free time as adults in their private lives is highly concerning and indicative that teachers are not viewed as professionals.*" That question (should teachers be role models) is more about what parents find acceptable rather than what is best for learners." Taken together, these findings suggested that educators can be professional and effective in addressing wellbeing without being burdened by what some may view as unrealistic expectations. The open-ended responses therefore implied that it is a teacher's ability to connect to their students in meaningful ways that enabled them to build a solid relationship with them, and not what they did or did not do in their personal lives outside of the teaching profession.

Implications for Administrators

Although the study had important implications for teachers, teachers alone stated that they should not be responsible for addressing emotional wellbeing, as the findings also provided insight for how school administrators could better support and train teachers, thereby boosting teacher self-efficacy. For school administrators, the findings supported the assertion that more opportunities and resources need to be afforded to teachers. This could be in the form of increased funding to participate in professional development workshops, financial incentives to

take courses that address student wellbeing, roundtables where teachers can provide feedback to administrators on how to work collaboratively to effectively deal with student wellbeing, or even an outlet or discussion forum for teachers to articulate with one another on best teaching practices and strategies. Last and perhaps most importantly, multiple interviewees and survey participants brought up the point that school administrators must do more to ensure that the policies they outline as it relates to emotional wellbeing are extended to staff (not just students), and perhaps most importantly, make sure that such policies align with what takes place in practice. These teachers mentioned that administrators often tell teachers to take care of their own emotional wellbeing, but flexibility as it relates to deadlines, workload, and other logistical stresses are not given to teachers to the extent that such teachers feel is needed. This perceived lack of flexibility on the part of administrators in turn has had an adverse impact on an educator's emotional wellbeing, which according to both survey and interview participants negatively affected teacher self-efficacy.

Lastly, while providing flexibility and emotional support to teachers was important to maintain staff morale, the limited number of "eligible" interviewee participants when looking at educators of color was a cause for concern. In La Salle Unified School district, the student demographics are particularly diverse, as students of color represent a clear majority of the student body there. Despite this, three of the six interviewee participants came from La Salle Unified, and all three participants were White. Considering this, another point of consideration is for administrators to provide grants or financial lifelines for educators of color who cannot afford to obtain a teacher credential but have an active interest in receiving the proper training to do so. In doing so, educators of color may receive training that enables them to diversify their qualifications, such that students of color can "see themselves" in the teachers they work with.

Implications for Higher Education

While teachers and school administrators are instrumental players that can help to address student wellbeing, the findings of the study also shed light on implications for institutions of higher education that train both teachers and administrators. Of particular note, half of the teachers who completed a credentialing program stated that they did not have a single course of study that helped to effectively address the emotional wellbeing of adolescents. Of those that did take such a course, a few mentioned that the concepts and information taught felt very ‘theoretical’ and in practice, was not used in a way that was effective to support student emotional health. One participant went so far as to state that the course caused more harm than good, by assigning an inordinate amount of work to teacher candidates, thereby overwhelming them. In spite of the fact that there was not clear evidence of an association between participation in such courses and higher reported levels of emotional intelligence constructs, self-efficacy ratings, or the implementation of classroom strategies and practices, these results suggest that changes to current higher education teacher credential programs may be warranted.

Secondly, in addition to considering a possible revamp in course curriculum, teacher credential programs need to be easily ‘accessible’ to educators whose background accurately reflect America’s changing demographics. Even within public school districts such as Panther Middle, Centaur High, and Mountaineer Elementary, the fact that the majority of teachers are White is at odds with the demographics of the students they teach. In order to have a diverse body of educators who can relate to students of color, the findings of my study imply that there is a need for universities to provide financial supports or lifelines to ensure that aspiring teachers of diverse backgrounds are able to not only enter credential programs but complete them through

and through. If this issue is effectively addressed ‘head on,’ then the number of participants who would be eligible under my selection criteria would have been increased significantly.

Collective Implications for Education Stakeholders

Taken together, my dissertation findings do not necessarily provide specific recommended steps for higher education teacher credential programs to revisit their curriculum of study, but it does highlight the need to audit such programs in a more robust manner and to actively engage in discussions with a multitude of education stakeholders to see what suggestions they have to improve credentialing programs and access to such programs. While the focus of K-12 education as it relates to addressing student wellbeing focuses largely on the role of teachers, numerous other personnel play key roles in the lives of today’s youth: administrators, learning specialists, parents, counselors, nurses, and other support staff. As such, receiving feedback from each of these groups is critical if schools are to prioritize student wellbeing, which in turn means that credential programs need to incorporate such feedback in each of their respective courses of study, not just “teacher credential programs.” In conjunction with these “reforms,” the education system at large needs to actively provide adequate opportunities for these stakeholders to come together to not only create policies that help support emotional wellbeing, but foster and support the implementation of strategies that help students build resiliency and a skillset to effectively understand, regulate, and use their emotions in a way that helps them reach their full potential, both academically and personally.

Future Research and Topics of Interest

Considering the findings presented in this chapter and looking back at this study, there are a few topics of interest that I would like to know more about. Given my interest in trying to be more inclusive with regard to educator demographics, I would have tried to actively recruit

educators that represented diverse backgrounds and not simply varied qualifications and experiences. In doing so, I would have adjusted my research questions and interview eligibility criteria to include teachers that did not possess a teaching credential since some educators of color did not possess a teacher credential. There were a few educators of color that I personally knew that could have fit the criteria for this study's research question selection and eligibility but may not have participated because they did not read the survey participation emails that were sent out. This is of particular interest, as five out of six interviewees were White and did not identify racial relations as a dominant issue that adversely affected student wellbeing. This stands in contrast to the survey findings, which were based on a more diversified participant sample. In the survey findings, while social unrest was not listed as one of the top three issues impacting students, it was identified as an issue of considerable concern given that overall, most survey participants believed that social unrest affects a majority of their students. This disconnect between a diversified survey participant sample and a largely White interviewee participant sample implies that educators of color view the state of racial relations in education as problematic. Prioritizing outreach to these educators may have provided a more diverse perspective of responses, as the variability in responses could be partially attributed to differences in life experiences that each educator has, and in turn how they respond to some of the survey questions. This is especially true as it relates to social justice issues that face students of color. Given these pieces of information, a study that included a research question asking about the effectiveness of teachers addressing the needs of students of color would have been interesting, along with a side-by-side comparison of how issues related to educator self-efficacy and practices compare to addressing the emotional wellbeing of White students.

In addition to recruiting a diverse interviewee participant pool, I would have adjusted my data collection instruments to ask questions that could have shed more light on teacher perspectives on addressing student wellbeing at various developmental stages. Given the wide range of K-12 ages that my study covered, it would have been worthwhile to further discuss issues and challenges those educators faced at each grade level, as such differences were not evident in the questionnaire responses or interviews. The framework for which my study was built upon included just two interviewees per level, yet the emotional issues and challenges that students face could be very different (e.g., as a first grader's emotional needs could be vastly different from that of a sixth grader). With regard to the issues that students face at each level, by and large no differences were evident in the responses interviewees gave, though the sample size for elementary school teachers was severely limited.

In addition to studying teacher and student demographics across racial lines and division levels, other future research of interest would be to ask certain questions that may have provided more insight as to how different education stakeholders could better support teachers, such as "given what you have experienced as a teacher as it relates to addressing adolescent wellbeing, what do you wish your administrators, college professors, or other stakeholders did to help support teachers?" Having such an open-ended question would provide participants with an opportunity to help give other K-12 education stakeholders more information to base their decision-making policies on. In this prospective study, I would want to conduct focus groups to facilitate a productive conversation with different education stakeholders. In such a scenario, ideally these stakeholders would be able to bounce ideas off one another and provide specific suggestions to boost educator self-efficacy, especially as it relates to implementing practices that help to address student wellbeing.

Lastly, we are in unprecedented times with the ongoing COVID-19 pandemic, and there were unique challenges associated with conducting a study through exclusively virtual means. Although none of the interviews or surveys were expected to be conducted in person due to health concerns, I am curious to know that after this pandemic is “over,” what teaching practices educators may continue to implement that have proven effective over the course of virtual learning and into in person learning. Additionally, what lessons have been learned from the COVID-19 pandemic that educators will lean more into now that some semblance of normalcy is starting to emerge?

While the aforementioned topics of interest all provide different pieces to addressing the ever-evolving needs of adolescent wellbeing, if there is one takeaway from the findings of this study, it is this: teachers alone cannot effectively address the emotional wellbeing of students. If prioritizing student wellbeing is of utmost importance, it will require a collective, concerted, and never-ending endeavor to accomplish this goal, which includes support from administrators and policymakers of all levels. This means that as a community at large, we will all succeed, or fail together.

APPENDIX A: SURVEY INSTRUMENT

Thank you for taking the time to answer the following survey questions. The purpose of this survey is to collect data on how comfortable teachers in K-12 schools are in dealing with the emotional needs of their students. Therefore, this survey is open to anyone who teaches K-12 students. Please answer the following questions as honestly as possible. Your feedback will not be shared with anyone, and you will not need to identify yourself in any part of the survey unless you choose to do so. Thank you for your time and consideration. If you have any questions, please reach out to me at lorennomura@gmail.com

Of the students you teach, about how many are affected by the following issues?

	none or almost none	very few	some	most	all or almost all	I <u>don't</u> know (not sure)
academic pressures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
peer relationships/fitting in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
depression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
community violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
issues related to covid-19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
financial hardship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
housing insecurity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
food insecurity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social unrest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements. These statements pertain to 'perceiving emotions' in oneself and others, and how individuals internalize emotions.

	strongly disagree	disagree	agree	strongly agree
I am aware of my own emotions at any given point in time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand why I feel the way I feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of how events or my environment affect my emotional wellbeing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the emotions of others around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can empathize with those around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand why others feel the way they feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am knowledgeable about students' peer social relations (e.g., who they are friend with, who they do not get along with).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it easy to focus over long periods of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use my emotions as a means of motivation to accomplish my goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People have told me I am a good listener.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask people for feedback on what I do well, and how I can improve myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set long term goals and monitor my progress regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am good at building strong relationships with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I adjust my behavior depending on who I am interacting with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When something is bothering me, I can stop thinking about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements. As indicated, some statements refer to virtual instruction, some refer to in-person instruction, while others are more general statements that could apply to both.

	strongly disagree	disagree	agree	strongly agree
Pre-COVID19, I am confident in implementing a curriculum (in person teaching) that is sensitive to the emotional needs of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in implementing a virtual curriculum that takes into consideration the emotional wellbeing of students because of COVID19 pandemic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-COVID19, I am confident in supporting students emotional wellbeing in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in supporting students emotional wellbeing in a virtual setting because of COVID-19	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my understanding of the challenges that minority students face as it relates to social justice issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am knowledgeable about a variety of different student cultures in the community that I teach in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in implementing student wellness initiatives in class (ex: ice breakers, circle talks, team building activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in addressing sensitive topics that adversely affect adolescent wellbeing, such as suicide, depression, and substance abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As it relates to your classroom...(some questions pertain to a traditional in-person class setting, and not the virtual environment)

	strongly disagree	disagree	agree	strongly agree
In a typical week, projects or group-based assignments that require my students to collaborate occur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a typical class period, to reduce anxiety, strategies are promoted that help students develop problem-solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a typical class period, the tasks students complete in class incorporate character building skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a typical class period, students have opportunities to provide structured feedback to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On a daily basis, students are actively encouraged to empathize with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspirational or positive quotes are displayed in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Every few weeks, students complete journal writing or reflections about what they have learned and how they feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After a lesson, lesson plans are reflected upon with respect to how students have responded to the lesson emotionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussions with colleagues about how to best address the emotional needs of students take place at least once during a typical week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When 'disciplining' a student, an attempt is made to figure out why they acted the way they did.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural artifacts (poems, paintings, tangible objects) are incorporated in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Norms where students actively listen to each other and respect differences of opinions are enforced daily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are reminded to take care of their health first and foremost, as opposed to academics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In a typical class period, the importance of students making sure their voices are heard is stressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of making mistakes to learn and grow is stressed on a daily basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements. These statements relate to what roles and responsibilities teachers feel they should fulfill as educators.

	strongly disagree	disagree	agree	strongly agree
A primary part of a teacher's job is to address the emotional wellbeing of their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a teacher's job to exhibit high morals and values (is a role model).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers must stay up to date on current events that have the potential to affect student emotional wellbeing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should seek out opportunities to learn about how to implement emotionally intelligent behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independently, I learn about best teaching practices as it relates to addressing the emotional wellbeing of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to talk with students about non-related academic topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers should take it upon themselves to learn about the cultures of the students they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements.

	strongly disagree	disagree	agree	strongly agree
I feel like I am a part of my school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel invested in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported (by administrators) whenever I engage in new strategies and practices, as it relates to addressing student emotional health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers and faculty at my school are supportive when collaborating on best practices as it pertains to addressing student emotional wellbeing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school makes attending to student emotional wellbeing a top priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school provides incentives (be it financial or otherwise) for teachers to effectively learn and implement practices as it relates to addressing the emotional needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient time and resources (ex: access to funds to buy materials that may help) to implement initiatives or ideas that help address the emotional needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I am not able to address the emotional needs of students, there is someone (ex: a counselor) I feel comfortable using as a resource, or a staff member I can refer the student to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the school culture is supportive of teachers as it relates to addressing the emotional needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following best describes your school or the grade levels you teach?

- Elementary School (i.e., grades K-5)
- Middle School (i.e., grades 6-8)
- High School (i.e., grades 9-12)

Which of the following best describes your school?

- public
- private

The following questions ask you about pre-service and in-service teacher training, professional development, and experiences that you may have (or have had) about addressing the emotional wellbeing of students and/or developing emotional intelligence.

	No	Yes
I have completed a teacher certification program (to obtain a California or out of state credential).	<input type="radio"/>	<input type="radio"/>
Have you taken any courses or professional development on addressing the emotional needs of students?	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Do you seek out opportunities to engage in professional development training to address the emotional needs of students (emotional intelligence)?	<input type="radio"/>	<input type="radio"/>

You indicated in the question above that you have completed a teacher certification program (to obtain a California or out of state credential). If this is incorrect, please change your response above.

Did your certification program include any specific courses that dealt solely with how to address the emotional needs of students?

- No
- Yes

You indicated above that you have taken courses or professional development on addressing the emotional needs of students. If this is incorrect, please change your response above.

On a scale from 1-5 (with 5 being the most helpful), how helpful was the course?

- (1) not at all helpful
- (2) slightly helpful
- (3) somewhat helpful
- (4) very helpful
- (5) extremely helpful

Do you have any other thoughts or comments that you would like to share?

What is your gender?

- Female
- Male
- Non-binary
- I prefer to self-describe:
- I prefer not to say

As of July 1st, 2020 (i.e., not counting the current academic year), how many years had you been teaching? (Select a number of years or select "I prefer not to say.")

That is the end of the survey. Thank you for your responses! As a small token of gratitude for your participation, I would like to send you a \$5 Amazon e-card.

In order to receive, please provide your email address in the box below.

Should the situation arise, would you be willing to be interviewed (your privacy will be protected in that any identifying information you provide will not be reported in a way that allows you to be identified) following the completion of the survey?

The interview will take approximately 40 minutes and will be conducted over Zoom. You will be contacted via the email address you previously provided (or text message if you provide a phone number) with more details. Interviews will take place between now and December, 2020 at a time that is mutually agreeable. As a token of appreciation, interview participants will receive a \$20 Amazon gift card.

- No
- Yes

To submit your responses, please click the next button (this will end the survey). To go to previous pages, please click on the "back" button.

APPENDIX B: INTERVIEW INSTRUMENT

Thank you so much for volunteering to take time out of your busy schedule to be interviewed. If at any point, you would like to elaborate further on the answers you provided on the survey, please feel free to do so. Please keep in mind that your answers will be kept confidential and will only be used for the purposes of research. If you do not feel comfortable answering a particular question, please do not feel obligated to answer it.

1. What are some of the biggest issues that you perceive today as adversely affecting the emotional well-being of students? How do you know about these issues? Do you observe these issues directly? Do students and/or staff share their concerns?
2. What cues or signs inform you in helping you recognize that a student needs emotional support. Could you tell me more about this?
3. To what extent do you feel you are equipped to address the emotional needs of your students? Could you elaborate on that more?
4. As a follow up to the previous question, could you provide a personal anecdote or example that demonstrates that point? [Could you share a personal story or memorable event that involves addressing the social or emotional needs of a student that you encountered at some point in your career?]
5. Generally speaking, what instructional practices or approaches do you use to “get to know your students” on a personal basis?
6. What types of strategies do you utilize or implement as it relates to the emotional well-being of students?
7. Have you found such strategies effective? What signs or outcomes help inform you that a particular strategy was effective?
8. Do you feel that your certification program helped you develop skills needed to address the emotional needs of your students? Why or why not?
9. If you haven’t participated in course work or professional development, describe what topics you would like to learn more about as it relates to addressing the emotional needs of students.
10. Do you feel that participating in professional development (as it relates to addressing student emotional well-being) has been effective? Explain why or why not.

11. Could you describe the components or activities (projects, assignments, etc) of any courses that were most effective in promoting teacher self-efficacy?
12. How supportive has your administration been in terms of helping to address the emotional needs of students. Could you tell me more about that?
13. Could you tell me more about the process that your school uses, if any, to help all staff members in addressing the emotional well-being of their students.
14. Does your school have counselors that check in to regularly support the emotional needs of their students? Could you explain what that “looks like?”
15. What is your own perspective with regard to the role that teachers should play in terms of addressing the emotional needs of students?
16. How has your approach to dealing with the emotional needs of students changed, if at all, since you first started teaching?
17. Do you have any concluding thoughts or insight you would like to share as it relates to addressing the social and emotional needs of students?

APPENDIX C: STATISTICAL ANALYSES

Overview

This appendix will present the scale analyses and tables with results from descriptive analysis, factor analysis, linear regression analysis, and ANOVA. For all scale analyses that were used to derive which questions belonged to the composite scales for each subconstruct (AW, SR, etc.), a table showing the inter-item correlations, a table with factor loadings from an exploratory factor analysis, and a table with item reliability statistics are given.

ANOVA was used to examine associations between teacher and school characteristics including grade level and school type (public vs. independent) and the practices and strategies that teachers used (classT and classD subconstructs). Linear regression models were used to examine the extent to which external and support factors (supBe, supP, supL, EWBc) and teacher beliefs and responsibility factors (respA, respB) are associated with teacher self-efficacy, emotional intelligence, and implementation of strategies and practices.

Item Analyses

Emotional Intelligence (15 items)

Table C1
Correlations Among 15 Emotional Intelligence Items (emo)

Variable	emo1	emo2	emo3	emo4	emo5	emo6	emo7	emo8	emo9	emo10	emo11	emo12	emo13	emo14	emo15
emo1	—	.351	.214	.204	.199	.046	-.038	.106	.283	.121	.236	-.012	.110	.091	-.162
emo2	.351	—	.370	.369	.340	.436	.126	.504	.382	.221	.257	.298	.284	.315	.227
emo3	.214	.370	—	.324	.158	.030	.125	.393	.376	.209	.261	.158	.257	.053	.074
emo4	.204	.369	.324	—	.434	.402	.276	.358	.276	.168	.284	-.029	.469	.230	.155
emo5	.199	.340	.158	.434	—	.465	.126	.112	.215	.277	.333	.116	.326	.135	-.043
emo6	.046	.436	.030	.402	.465	—	.203	.218	.265	.208	.175	.191	.216	.182	.118
emo7	-.038	.126	.125	.276	.126	.203	—	.241	.145	.123	.150	.128	.097	.021	.140
emo8	.106	.504	.393	.358	.112	.218	.241	—	.279	.369	.054	.404	.201	.048	.402
emo9	.283	.382	.376	.276	.215	.265	.145	.279	—	.249	.318	.175	.132	.107	.051
emo10	.121	.221	.209	.168	.277	.208	.123	.369	.249	—	.181	.217	.072	.178	.323
emo11	.236	.257	.261	.284	.333	.175	.150	.054	.318	.181	—	.179	.191	.089	-.230
emo12	-.012	.298	.158	-.029	.116	.191	.128	.404	.175	.217	.179	—	.171	-.067	.123
emo13	.110	.284	.257	.469	.326	.216	.097	.201	.132	.072	.191	.171	—	.317	.135
emo14	.091	.315	.053	.230	.135	.182	.021	.048	.107	.178	.089	-.067	.317	—	-.063
emo15	-.162	.227	.074	.155	-.043	.118	.140	.402	.051	.323	-.230	.123	.135	-.063	—

Table C2
Rotated Loadings from Exploratory Factor Analysis of 15 Emotional Intelligence Items

	Factor 1	Factor 2	Factor 3	Uniqueness
emo1			0.509	0.749
emo2	0.402	0.253	0.259	0.483
emo3	0.370		0.420	0.652
emo4		0.654		0.489
emo5		0.644		0.558
emo6		0.620		0.617
emo7	0.204			0.900
emo8	0.878			0.300
emo9	0.259		0.445	0.651
emo10	0.399			0.781
emo11			0.536	0.641
emo12	0.430			0.818
emo13		0.495		0.725
emo14		0.383		0.866
emo15	0.691		-0.531	0.459

Note. Applied rotation method is promax.

Table C3*Item-level Indices for 5 Self-Regulation (SR) Items*

Item	If item dropped		Item-rest correlation
	McDonald's ω	Cronbach's α	
emo3	0.673	0.649	0.443
emo8	0.589	0.581	0.571
emo9	0.706	0.663	0.391
emo12	0.705	0.685	0.372
emo2	0.646	0.616	0.566

Table C4*Reliability Indices for Self-Regulation (SR) Composite*

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.709	0.691
95% CI lower bound	0.587	0.543
95% CI upper bound	0.832	0.798

Table C5*Item-level Indices for 6 Awareness (AW) Items*

Item	If item dropped		
	McDonald's ω	Cronbach's α	Item-rest correlation
emo4	0.594	0.599	0.537
emo5	0.622	0.614	0.515
emo6	0.640	0.631	0.454
emo10	0.704	0.696	0.264
emo13	0.642	0.636	0.436
emo14	0.691	0.677	0.317

Table C6*Reliability Indices for Awareness (AW) Composite*

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.690	0.684
95% CI lower bound	0.566	0.528
95% CI upper bound	0.814	0.796

Self-Efficacy (8 items)

Table C7
Correlations Among 8 Self-Efficacy Items (conf)

Variable	conf01	conf02	conf03	conf04	conf05	conf06	conf07	conf08
conf01	—	.551	.821	.290	.324	.146	.513	.320
conf02	.551	—	.612	.468	.218	.333	.486	.301
conf03	.821	.612	—	.391	.332	.261	.530	.361
conf04	.290	.468	.391	—	.260	.397	.213	.247
conf05	.324	.218	.332	.260	—	.568	.319	.478
conf06	.146	.333	.261	.397	.568	—	.379	.221
conf07	.513	.486	.530	.213	.319	.379	—	.418
conf08	.320	.301	.361	.247	.478	.221	.418	—

Table C8
Rotated Loading from Exploratory Factor Analysis of 8 Self-Efficacy Items

	Factor 1	Factor 2	Uniqueness
conf01	0.997		0.239
conf02	0.635		0.512
conf03	0.992		0.159
conf04			0.745
conf05		0.732	0.500
conf06		0.919	0.362
conf07	0.486		0.577
conf08			0.725

Note. Applied rotation method is promax.

Table C9
Item-level Indices for 8 Self-Efficacy Total (confT) Items

Item	If item dropped		
	McDonald's ω	Cronbach's α	Item-rest correlation
conf01	0.793	0.796	0.599
conf02	0.735	0.793	0.602
conf03	0.788	0.788	0.677
conf04	0.769	0.812	0.461
conf05	0.775	0.802	0.535
conf06	0.781	0.807	0.493
conf07	0.739	0.793	0.590
conf08	0.776	0.811	0.495

Table C10*Reliability Indices for Self-Efficacy Total (confT) Composite*

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.783	0.821
95% CI lower bound	0.695	0.735
95% CI upper bound	0.872	0.883

Responsibilities (7 items)**Table C11***Correlations Among 7 Responsibility Items (resp)*

Variable	resp01	resp02	resp03	resp04	resp05	resp06	resp07
resp01	—	.306	.466	.515	.353	.281	.360
resp02	.306	—	.323	.236	.092	.111	.058
resp03	.466	.323	—	.435	.242	.445	.327
resp04	.515	.236	.435	—	.663	.529	.551
resp05	.353	.092	.242	.663	—	.527	.612
resp06	.281	.111	.445	.529	.527	—	.501
resp07	.360	.058	.327	.551	.612	.501	—

Table C12*Rotated Loadings from Exploratory Factor Analysis of 7 Responsibility Items*

	Factor 1	Factor 2	Uniqueness
resp01		0.536	0.555
resp02		0.556	0.758
resp03		0.665	0.481
resp04	0.674		0.326
resp05	0.945		0.274
resp06	0.602		0.561
resp07	0.765		0.460

Note. Applied rotation method is promax.

Table C13*Item-level Indices for 3 Teacher Beliefs (respB) Items*

Item	If item dropped	
	McDonald's ω	Cronbach's α
resp01	0.489	0.487
resp02	0.637	0.635
resp03	0.465	0.466

Note. McDonald's ω estimation method for item-dropped statistics switched to PFA because the CFA did not find a solution.

Table C14*Reliability Indices for Teacher Beliefs (respB) Composite*

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.648	0.634
95% CI lower bound	0.489	0.429
95% CI upper bound	0.806	0.774

Table C15*Item-level Indices for 4 Teacher Engagement Actions (respA) Items*

Item	If item dropped	
	McDonald's ω	Cronbach's α
resp04	0.789	0.780
resp05	0.768	0.768
resp06	0.833	0.820
resp07	0.805	0.796

Table C16*Reliability Indices for Teacher Engagement Actions (respA) Composite*

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.842	0.836
95% CI lower bound	0.774	0.751
95% CI upper bound	0.910	0.895

Support Factors (9 items)

Table C17

Support Factors (support)

Variable	sup01	sup02	sup03	sup04	sup05	sup06	sup07	sup08	sup09
sup01	—	.818	.665	.516	.171	.246	.499	.081	.342
sup02	.818	—	.657	.553	.247	.245	.530	.069	.386
sup03	.665	.657	—	.572	.365	.300	.377	.094	.411
sup04	.516	.553	.572	—	.350	.363	.516	.116	.335
sup05	.171	.247	.365	.350	—	.308	.201	.141	.477
sup06	.246	.245	.300	.363	.308	—	.583	.056	.423
sup07	.499	.530	.377	.516	.201	.583	—	.051	.451
sup08	.081	.069	.094	.116	.141	.056	.051	—	.317
sup09	.342	.386	.411	.335	.477	.423	.451	.317	—

Table C18

Rotated Loadings from Exploratory Factor Analysis of 9 Support Factors

	Factor 1	Factor 2	Factor 3	Uniqueness
sup01	0.967			0.193
sup02	0.928			0.199
sup03	0.730			0.362
sup04	0.467			0.534
sup05			0.638	0.584
sup06		0.596		0.567
sup07		1.057		-0.000
sup08				0.901
sup09			0.626	0.403

Note. Applied rotation method is promax.

Table C19

Item-level Indices for 4 Community Belongingness (supBe) Items

Item	If item dropped	
	McDonald's ω	Cronbach's α
sup01	0.813	0.811
sup02	0.810	0.806
sup03	0.836	0.829
sup04	0.881	0.879

Table C20*Reliability Indices for Community Belongingness (supBe) Composite*

Estimate	McDonald's ω Cronbach's α	
Point estimate	0.865	0.868
95% CI lower bound	0.808	0.797
95% CI upper bound	0.923	0.917

Table C21*Item-level Indices for 2 Wellbeing Priorities (supP) Items*

Item	If item dropped	
	McDonald's ω	Cronbach's α
sup05	0.509	0.510
sup09	0.291	0.292

Note. McDonald's ω estimation method for item-dropped statistics switched to PFA because the CFA did not find a solution.

Table C22*Reliability Indices for Wellbeing Priorities (supP) Composite*

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.661	0.597
95% CI lower bound	0.483	0.368
95% CI upper bound	0.839	0.752

Table C23*Item-level Indices for 2 Logistical Supports (supL) Items*

Item	If item dropped	
	McDonald's ω	Cronbach's α
sup06	0.657	0.657
sup07	0.388	0.389

Table C24*Reliability Indices for Logistical Supports (supL) Composite*

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.784	0.708
95% CI lower bound	0.620	0.547
95% CI upper bound	0.873	0.818

Note. McDonald's ω estimation method switched to PFA because the CFA did not find a solution.

Practices and Strategies (15 items)

Table C25

Correlations Among 15 Practices and Strategies Items (class)

Variable	class01	class02	class03	class04	class05	class06	class07	class08	class09	class10	class11	class12	class13	class14	class15
class01	—	.082	.373	.333	.279	.224	.330	.410	.150	-.030	.113	.185	.073	.236	.051
class02	.082	—	.435	-.009	.453	.090	.326	.124	.175	.334	.404	.261	.286	.321	.190
class03	.373	.435	—	.437	.548	.137	.355	.495	.321	.163	.496	.323	.386	.461	.131
class04	.333	-.009	.437	—	.299	.103	.166	.568	-.025	.129	.061	.127	.345	.257	.183
class05	.279	.453	.548	.299	—	.170	.388	.385	.302	.296	.219	.326	.288	.483	.223
class06	.224	.090	.137	.103	.170	—	.260	.121	.149	.138	.198	.011	.110	.084	.085
class07	.330	.326	.355	.166	.388	.260	—	.465	.193	.069	.306	.102	.158	.258	.122
class08	.410	.124	.495	.568	.385	.121	.465	—	.274	.072	.254	.071	.173	.288	.119
class09	.150	.175	.321	-.025	.302	.149	.193	.274	—	-.005	.518	.392	.267	.475	.224
class10	-.030	.334	.163	.129	.296	.138	.069	.072	-.005	—	.239	.314	.418	.407	.601
class11	.113	.404	.496	.061	.219	.198	.306	.254	.518	.239	—	.341	.359	.356	.156
class12	.185	.261	.323	.127	.326	.011	.102	.071	.392	.314	.341	—	.272	.395	.372
class13	.073	.286	.386	.345	.288	.110	.158	.173	.267	.418	.359	.272	—	.570	.322
class14	.236	.321	.461	.257	.483	.084	.258	.288	.475	.407	.356	.395	.570	—	.517
class15	.051	.190	.131	.183	.223	.085	.122	.119	.224	.601	.156	.372	.322	.517	—

Table C26

Rotated Loadings from Exploratory Factor Analysis of 15 Practices and Strategies Items

	Factor 1	Factor 2	Uniqueness
class01		0.629	0.690
class02	0.433		0.738
class03		0.664	0.391
class04		0.534	0.736
class05		0.442	0.561
class06			0.933
class07		0.567	0.683
class08		0.848	0.419
class09			0.764
class10	0.782		0.547
class11	0.401		0.688
class12	0.557		0.693
class13	0.588		0.616
class14	0.702		0.389
class15	0.734		0.587

Note. Applied rotation method is promax.

Table C27*Item-level Indices for 6 Completed Tasks and Actions (classT) Items*

Item	If item dropped	
	McDonald's ω	Cronbach's α
class01	0.774	0.767
class03	0.744	0.734
class04	0.768	0.765
class05	0.765	0.757
class07	0.786	0.779
class08	0.720	0.718

Table C28*Reliability Indices for Completed Tasks and Actions (classT) Composite*

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.792	0.786
95% CI lower bound	0.707	0.682
95% CI upper bound	0.877	0.862

Table C29*Item-level Indices for 7 Diverse Learners and Interests (classD) Items*

Item	If item dropped	
	McDonald's ω	Cronbach's α
class02	0.774	0.773
class10	0.750	0.751
class11	0.785	0.780
class12	0.768	0.767
class13	0.747	0.753
class14	0.725	0.736
class15	0.761	0.760

Table C30*Reliability Indices for Diverse Learners and Interests (classD) Composite*

Estimate	McDonald's ω	Cronbach's α
Point estimate	0.787	0.787
95% CI lower bound	0.702	0.684
95% CI upper bound	0.872	0.862

One-Way Analysis of Variance (ANOVA)

Table C31

ANOVA (Association Between Grade Level and classT)

Cases	Sum of Squares	df	Mean Square	F	p
level	0.655	2	0.328	1.081	0.346
Residuals	16.051	53	0.303		

Note. Type III Sum of Squares

Table C32

ANOVA (Association Between Impact of Grade Level and classD)

Cases	Sum of Squares	df	Mean Square	F	p
level	1.187	2	0.594	3.149	0.051
Residuals	9.990	53	0.188		

Note. Type III Sum of Squares

Table C33

ANOVA (Association Between Impact of School Type and classT)

Cases	Sum of Squares	df	Mean Square	F	p
type	0.020	1	0.020	0.065	0.800
Residuals	16.686	54	0.309		

Note. Type III Sum of Squares

Table C34

ANOVA (Association Between Impact of School Type and classD)

Cases	Sum of Squares	df	Mean Square	F	p
type	0.098	1	0.098	0.475	0.494
Residuals	11.079	54	0.205		

Note. Type III Sum of Squares

Multiple Linear Regression Analyses

Table C35

Multiple Linear Regression Analysis: Emotional Intelligence Awareness (AW)

	Unstandardized	Standard Error	Standardized t	p	95% CI		
					Lower	Upper	
(Intercept)	2.567	0.445	5.767	< .001	1.674	3.460	
respB	0.131	0.129	0.152	1.014	0.315	-0.128	0.389
respA	0.095	0.105	0.135	0.899	0.373	-0.116	0.306

Notes: n=55, R²=.025, F_{2,53}=1.700, p=.192.

Table C36

Multiple Linear Regression Analysis: Emotional Intelligence Self-Regulation (SR)

	Unstandardized	Standard Error	Standardized t	p	95% CI		
					Lower	Upper	
(Intercept)	1.340	0.526	2.550	0.014	0.286	2.394	
respB	0.197	0.152	0.179	1.297	0.200	-0.108	0.503
respA	0.304	0.124	0.338	2.447	0.018	0.055	0.553

Notes: n=55, R²=.172, F_{2,53}=6.732, p=.002.

Table C37

Multiple Linear Regression Analysis: Self-Efficacy Total (confT)

	Unstandardized	Standard Error	Standardized t	t	p	95% CI	
						Lower	Upper
(Intercept)	1.251	0.469	2.669	0.010	0.311	2.191	
respB	0.247	0.136	0.242	1.823	0.074	-0.025	0.520
respA	0.297	0.111	0.356	2.678	0.010	0.075	0.519

Notes: n=55, R²=.237, F_{2,53}=9.528, p<.001.

Table C38

Multiple Linear Regression Analysis: Practices/Strategies Completed Tasks (classT)

	Unstandardized	Standard Error	Standardized t	p	95% CI		
					Lower	Upper	
(Intercept)	1.065	0.578	1.842	0.071	-0.095	2.224	
respB	0.195	0.167	0.163	1.163	0.250	-0.141	0.531
respA	0.311	0.137	0.319	2.275	0.027	0.037	0.585

Notes: n=55, R²=.177, F_{2,53}=5.696, p=.006.

Table C39*Multiple Linear Regression Analysis: Practices/Strategies Addressing Diversity (classD)*

	Unstandardized	Standard Error	Standardized t	p	95% CI		
					Lower	Upper	
(Intercept)	1.082	0.470		2.305	0.025	0.141	2.024
respB	0.371	0.136	0.356	2.727	0.009	0.098	0.644
respA	0.231	0.111	0.271	2.077	0.043	0.008	0.453

Notes: n=55, R²=.262, F_{2,53}=10.782, p<.001.

Table C40*Multiple Linear Regression Analysis: Emotional Intelligence Awareness (AW)*

	Unstandardized	Standard Error	Standardized t	p	95% CI		
					Lower	Upper	
(Intercept)	3.533	0.303		11.671	< .001	2.925	4.141
supB	0.108	0.097	0.186	1.121	0.267	-0.086	0.302
supP	-0.139	0.091	-0.242	-1.530	0.132	-0.320	0.043
supL	-0.029	0.079	-0.061	-0.370	0.713	-0.189	0.130
EWBc	-0.054	0.108	-0.071	-0.505	0.616	-0.270	0.162

Notes: n=56, R²=.065, F_{4,51}=0.879, p=.483.

Table C41*Multiple Linear Regression Analysis: Emotional Intelligence Self-Regulation (SR)*

	Unstandardized	Standard Error	Standardized t	p	95% CI		
					Lower	Upper	
(Intercept)	2.497	0.388		6.427	< .001	1.717	3.276
supBe	0.157	0.124	0.210	1.264	0.212	-0.092	0.405
supP	0.066	0.116	0.091	0.572	0.570	-0.167	0.300
supL	-0.026	0.102	-0.043	-0.260	0.796	-0.231	0.178
EWBc	-0.033	0.138	-0.034	-0.240	0.811	-0.310	0.244

Notes: n=56, R²=.062, F_{4,51}=0.848, p=.501.

Table C42*Multiple Linear Regression Analysis: Self-Efficacy Total (confT)*

	Unstandardized	Standard Error	Standardized t	t	p	95% CI	
						Lower	Upper
(Intercept)	2.536	0.355		7.134	< .001	1.822	3.249
supBe	0.169	0.113	0.243	1.487	0.143	-0.059	0.396
supP	-0.036	0.106	-0.052	-0.335	0.739	-0.249	0.178
supL	0.076	0.093	0.133	0.814	0.420	-0.111	0.263
EWBc	0.086	0.126	0.094	0.683	0.497	-0.167	0.340

Notes: n=56, R²=.090, F_{4,51}=1.254, p=.300.

Table C43*Multiple Linear Regression Analysis: Practices/Strategies Completed Tasks (classT)*

	Unstandardized	Standard Error	Standardized t	p	95% CI	
					Lower	Upper
(Intercept)	2.688	0.425	6.328	< .001	1.835	3.540
supBe	0.101	0.135	0.125	0.460	-0.171	0.373
supP	-0.109	0.127	-0.138	0.394	-0.364	0.146
supL	0.043	0.111	0.065	0.699	-0.180	0.267
EWBc	0.188	0.151	0.176	0.219	-0.115	0.490

Notes: n=56, R²=0.044, F_{4,51}=0.588, p=.673.**Table C44***Multiple Linear Regression Analysis: Practices/Strategies Addressing Diversity (classD)*

	Unstandardized	Standard Error	Standardized t	p	95% CI	
					Lower	Upper
(Intercept)	2.305	0.347	6.633	< .001	1.607	3.003
supBe	0.211	0.111	0.299	0.062	-0.011	0.434
supP	-0.004	0.104	-0.005	0.972	-0.212	0.205
supL	0.100	0.091	0.173	0.277	-0.083	0.283
EWBc	0.051	0.123	0.054	0.684	-0.197	0.298

Notes: n=56, R²=0.162, F_{4,51}=2.467, p=.056.

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