EMOTIONAL INTELLIGENCE, SCHOOL SUCCESS, AND THE BLACK-WHITE ACHIEVEMENT GAP

Cynthia Lavon Parnell
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by

Cynthia Lavon Parnell

A Dissertation
Submitted to the Graduate Studies Office
of The University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

December 2007
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ABSTRACT

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Standardized test scores do not completely determine the overall student success of a student. With this in mind, research has been conducted to find if emotional intelligence is relative to both the academic achievement and behavior of the students. Current research has shown a relationship between emotional intelligence and traditional school success measures of test scores and discipline referrals but is limited in its research among elementary school settings and whether or not emotional intelligence may be a relative factor in the Black-White achievement gap. This study helps to close the gap in the literature concerning the emotional intelligence of elementary school students and the relationship that emotional intelligence may have on the Black-White achievement gap.

The study sample was comprised of 76 second through fourth grade students in a school in Mississippi. Statistical descriptions as to the extent to which these relationships may exist were derived from bivariate and multivariate regression analyses. Emotional intelligence was measured using the Bar-On Emotional Quotient Inventory: Youth Version and Mississippi Curriculum standardized test scores (MCT). Student discipline referrals were used as measures of school success.

Results of the study showed a significant relationship between emotional intelligence and academic success and gender. A slight statistically significant difference
was found between emotional intelligence and race, indicating that emotional intelligence may be a component of the Black-White achievement gap. Based on the results, implications for educational and social change are discussed.
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Last, but not least, I dedicate this work to the "winds beneath my wings," my hero, my guardian angels, and my friends. To the memory of my late father, Reverend A. J. Parnell, and grandmother, Mrs. Zola (Powe) Coleman, whose encouragement and counsel made me the woman that I am today. This is for you Daddy and Gan-Gan!
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CHAPTER I
INTRODUCTION

What is true intelligence? Most indicators of intelligence are assessed on the basis of logical and linguistic reasoning. As a result, Gardner’s (1993) theory of multiple intelligences popularized the acquisition of various intelligences, thus expanding the awareness of multiple strengths and talents among students. Teachers are able to capitalize on these tendencies by teaching to specific intelligences. The overall concept of the multiple intelligences theory is that many facets contribute to student success, and, particularly, attention to individualized learning is crucial (Gardner, 1993).

The theory of multiple intelligences was expanded for the purpose of providing a foundation for the development of emotional intelligence. The term “emotional intelligence” was coined by Salovey and Mayer (1990). Through the pertinent research of Gardner’s (1993) interpersonal and intrapersonal intelligence, Salovey and Mayer (1990) found that interpersonal and intrapersonal intelligence may be expanded in a way that deems it a combined, individual form of intelligence in and of itself. Salovey and Mayer (1990) sought to implement the emotional competencies of verbal and nonverbal appraisal, expression, regulation, and utilization of emotions into a concept of intelligence by using intelligence expressed by abstract reasoning relative to emotions.

Emotional intelligence has prospered as a concept because of the increasing importance of emotional management for individuals in society (Roberts, Zeidner, & Matthews, 2001). Researchers suggest that emotional intelligence should be an important part of the educational and occupational criteria more than the traditional intellectual ability required for maximum performance in school and on the job (Elias & Weissberg,
2000; Fisher & Ashkanasy, 2000; Fox & Spector, 2000; Goleman, 1995; Mehrabian, 2000; Saarni, 1999; Scherer, 1997). Goleman’s (1995) research expanded on the concept of emotional intelligence as it relates to job performance while making implications toward its application in the academic world. Goleman (1995) suggested that traditional intelligence (IQ) is a strong predictor of performance, but that emotional intelligence brings forth an enhancement in performance. In other words, the difference between an exceptional leader and people of similar IQs is their emotional intelligence level. Mayer and Salovey (1997) suggested that IQ and emotional intelligence are related. Emotional intelligence lends toward the positive emotional competencies and stable moods that enable people to successfully complete the skills required to learn school subjects. Negative, out of control emotions and unstable moods tend to restrict the learning process and impede the ability to process learning materials and regulate behavior (Goleman, 1995).

Statement of the Problem

There is very little research about the relationship of emotional intelligence to academic performance of elementary aged students or the likelihood of racial and gender differences in emotional intelligence. This study should contribute to the body of knowledge focusing on effective learning and empirically-based methods of narrowing the Black-White achievement gap. The intent of this study was to examine the relationship between emotional intelligence and academic success in second to fourth grade students in a school in Mississippi to determine if emotional intelligence influences academic success. Simultaneously, data were collected on emotional intelligence,
academic achievement, and discipline infractions to identify possible causes for the Black-White achievement gap.

Purpose of the Study

Research in emotional intelligence related to the elementary school population is limited in study. This is especially true when considering the Black-White achievement gap and making racial and gender comparisons in achievement. Through the correlation of data using the Bar-On EQ-i: YV, Mississippi Curriculum Test (MCT) scores and discipline referrals, the purpose of this study was to use elementary school populations to make racial and gender comparisons that would contribute to a better understanding of diversity in achievement and the narrowing of the Black-White achievement gap. Further, this study made inferences toward future research as to racial and gender comparisons of emotional intelligence and its relation to the Black-White achievement gap.

Hypotheses

Hypotheses for the study included:

1. There is a significant relationship between emotional intelligence as measured by the Bar-On EQ-i: YV and academic success as measured by the Mississippi Curriculum Test (MCT).

2. There is a significant relationship between emotional intelligence as measured by the Bar-On EQ-i: YV and academic success as measured by discipline referrals.

Research Questions

1. Do the relationships between emotional intelligence and academic success differ based on race?
2. Do the relationships between emotional intelligence and academic success differ based on gender?

3. Is emotional intelligence a component of the Black-White achievement gap?

Definition of Terms

Pertinent to this study are definitions of the following terms:

*Black-White achievement gap* - a deviation in test scores between Black and White students, especially in the first 4 years of school, in which Blacks fall behind their White counterparts in skills testing of reading and math (Fryer & Levitt, 2004).

*Discipline referral* - a report submitted to a school administrator from school staff reporting the negative behavior of a student.

*Emotional intelligence* - the awareness of “feelings and behavior of self as well as others’ perceptions, which influence actions in such a way that they work to the individual’s benefit” (Bodine & Crawford, 1999, p. 1).

*Gender* - distinctions in sex based on whether an individual is born male or female.

*Mississippi Curriculum Test (MCT)* - a nationally recognized, multiple choice, standardized test used specifically for students in the state of Mississippi for grades 2 through 8. State testing is mandated by the No Child Left Behind Act (NCLB).

*Multiple intelligences* - the existence of varying intelligences or multiple talents that include: logical/rational, linguistic, musical, spatial, kinesthetic, intrapersonal, and interpersonal (Gardner, 1993).
Racial generalization - the identification of students by teachers based upon racial identity and expectations regarding the student’s performance, which affects the student’s academic achievement and behaviors (Ferguson, 2003).

Social intelligence - the ability to deal with strong emotions, and the ability to adapt to change and solve problems of a social and personal nature (Bar-On, 1997).

Teacher-student bias - the perceptions and expectations of the teacher toward the student that influence the relationship.

Traditional intelligence (IQ) - intelligence measured by an exceptional understanding of linguistic and mathematical skills indicated by standardized testing.

Limitations

1. The Bar-On EQ-i: YV is a self-report measure.

2. Discipline referrals are a product of teacher perception.

Delimitations

1. Obtaining parental permission may result in some challenge as to the size of the sample population and its statistical significance.

2. Emotional intelligence is measured by self-report.

3. The sample population is delimited to one geographical area in Mississippi.

4. The grade level is delimited to second through fourth.

5. Comparisons of race and the Black-White achievement gap are limited to Black and White students and do not include other groups.

Assumptions

The study was conducted with the following assumptions:
1. Throughout the study, it is assumed that all measures accurately represent the assessments for which they were designed and are administered in a faithful and consistent manner to the sample.

2. Discipline referrals are assumed to be a reliable measure of school behavior among students.

3. Emotional intelligence makes suggestions toward the Black-White achievement gap.

Justification

Emotional intelligence has gained a tremendous amount of attention in academic literature (Mayer, Caruso, & Salovey, 1999; Mehrabian, 2000; Becker & Luthar, 2002). It is important to expand on the concept of emotional intelligence to find out more about the possible relationship it may have with academic success and the Black-White achievement gap. In this way, the body of knowledge related to emotional intelligence may be expanded towards suggestions that may be made concerning student success when considering factors of race and gender.
CHAPTER II

LITERATURE REVIEW

The nature of human intellect has fascinated scholars for centuries (Plucker, 2003). According to Brody (1999), intelligence may be defined by a single number, an intelligence quotient (IQ), which represents a cohort index that compares the performance of a group of same-aged individuals using a battery of subtests designed to assess different levels of intelligence. IQ is not easily changed and influences educational performance and occupational status.

One of the most recent theories in the study of human intellect is that of emotional intelligence (Salovey & Mayer, 1990). The interpersonal and intrapersonal concepts of multiple intelligences theory (Gardner, 1993) lends to the concept of emotional intelligence. Emotional intelligence incorporates a set of conceptually-related psychological processes that involve the processing of affective information (Salovey & Mayer, 1990). The psychological processes of emotion include the verbal and nonverbal appraisal and expression of emotion in self and others, the regulation of emotion in self and others, and the utilization of emotion to facilitate thought (Mayer & Geher, 1996; Mayer & Salovey, 1997; Salovey & Mayer, 1990). Emotional intelligence may be a significant factor in terms of academic achievement, student behavior, and the Black-White achievement gap.

Foundational Theories of Academic Aptitude and Measures of Testing

Theories of intelligence have formed the foundation of human exploration for over 200 years. Plucker (2003) divided theorists and their theoretical premises into time
periods of earliest works, the great schools influence, and contemporary explorations (Plucker, 2003).

The earliest works time period began with the research of Plato (as cited in Richards, 1893). Plato founded a school of philosophy and science called the Academy, based on the assumption that the soul is divided into three components: reason, will, and appetite. Suggesting that one can identify the parts of the soul because they sometimes clash with each other, Plato's theory is based on the philosophy that only the soul can perceive ideal forms. Once the body and soul combine, the body obstructs the soul's ability to recall ideal forms. In accordance to this philosophy, knowledge is not given by the senses, but makes sense of what is perceived (Richards, 1893).

Based on Plato's theory of the soul, Aristotle (as cited in McKeon, 2001) wrote De Anima, meaning "On the Soul." Aristotle, regarded as the father of psychology, was concerned with the relationship between psychological processes and underlying physiological phenomenon. Aristotle suggested that the body and mind exist as facets of the same being with the mind's intellect being one of the body's functions. In this sense, intellect consists of two parts: passive intellect and active intellect. Passive intellect refers to something similar to matter while active intellect refers to something similar to form. Aristotle described the psyche's capability of intelligence. He suggested that mental activities are mainly biological while the psyche is the "form" part of intellect (McKeon, 2001).

Thomas Aquinas (as cited in Pegis, 1945) based many of his ideas on Aristotle's work to form a framework of psychology that is taught in Catholic schools today. Aquinas was influenced by the 11th century's Christian doctrinal crisis caused by the
rediscovery of Greek science, culture, and thought. He based his thoughts on the works of Aristotle and integrated cognitive power, imagination, and memory to Aristotle's original five senses. Aquinas believed that intellect made experience understandable (Pegis, 1945). Based on conditions of difference in human intelligence, ability testing and occupational counseling were advocated to ensure an appropriate fit between person and occupation (Plucker, 2003). As a result, the generation of ideas toward differences in human intelligence began.

Hobbes (as cited in Molesworth, 2003) was one of the first modern Western thinkers whose writing provided a secular explanation of intelligence and the social being. Hobbes believed that understanding the psychology of individuals was necessary before one could develop an understanding of the state and government. He is considered the first modern social psychologist as a result of his emphasis on the individual and society. Hobbes made an attempt to explain human motivation by applying mechanistic principles. He stressed the role of experience as the source of human knowledge and suggested that all human actions are based on material phenomena. Mental processes are the result of the motions in the external world; sensation led to simple ideas; and simple ideas merge to produce complex ideas. As a result, all cognitions are transformed sensations. Hobbes stated the principle of association of ideas in terms of temporal sequences of thought as a factor in association, habit, and desire. He stressed the motivational aspects of passions and desires and distinguished between innate and acquired emotions (Molesworth, 2003).

Pascal's (1932) work was of the utmost importance to the development of psychology as a science. Pascal was most notable as a mathematician and physicist of the
19th century. He created the mathematical theory of probability that is currently used in actuarial, mathematical, and social statistics as well as for calculations in theoretical physics. His methodology reflects emphasis on empirical experimentation as opposed to analytical, deductive methods. Pascal believed that human progress is perpetuated by the accumulation of scientific discoveries that result from empirical experimentation.

In a reprint of *The Theory of Moral Sentiments* by Adam Smith (1966), the psychology of moral feelings on moral behavior was addressed. Smith believed that humans are self-regulated by facilities of reason and sympathy, which contribute to the psychological foundations of intelligence. Duff's (1970) reprint of *An Essay on Original Genius* added to the idea of psychology by identifying the principle ingredients that constitute genius. These principles include imagination, judgment, and taste. He suggested that genius is characterized by individual imagination. This means that the brain is intuitively qualified to create and invent. His book *An Essay on Original Genius* was the basis for gifted education and human intelligence in areas of differential psychology (Duff, 1970).

**Intelligence Test Development**

The study of psychology and human intelligence gained widespread popularity as students began to form their own programs of psychology during the great schools influence (Plucker, 2003). This period resulted in the establishment of prominent schools of psychology in Europe and the development of psychology programs in the United States. In addition, various theoretical and empirical investigations of intelligence evolved.
An objective measurement for intelligence on humans was developed after World War I by Thorndike (Thorndike, Bergman, Cobb, & Woodyard, 1927). Methods of measuring a wide variety of abilities and achievements were now focused on the completion of the three broad classes of arithmetic, vocabulary, and direction testing. The logic underlying the test predicted elements of test design which became the foundation of modern intelligence tests. Thorndike drew an important distinction among these classes of intellectual functioning while standard intelligence tests measured only one. Thorndike published a group of tests for mental abilities for use in schools while developing the Cognitive Ability Test to generate a profile of intelligence different from traditional IQ (Thorndike et al., 1927).

In addition, Thorndike proposed that there are four general dimensions of abstract intelligence: aptitude, width, area, and speed. Aptitude is the complexity or difficulty of tasks performed. Width is the variety of tasks of a given difficulty. Area is the function of width and aptitude. Speed is the number of tasks completed in a given amount of time. To identify these areas of abstract intelligence, Thorndike essentially called for instruments that measure types of intellect that include mechanical intelligence and social intelligence (Thorndike et al., 1927).

Pearson (1948), with a strong statistical background, wanted to identify relationships in the area of intelligence testing. Pearson’s (1948) influence helped to develop the foundation for 20th century statistical relationships in defining the meaning of correlation, regression analysis, and standard deviation. In combination with Spearman’s (1904) development of the Two-Factor Theory of Intelligence, Pearson (1948) suggested that the performance of any intellectual act requires some combination of the Spearman
(1904) and the Pearson (1948) to identify a statistical or objective measurement of intelligence.

Goddard (1922) is classified as the father of intelligence testing in the United States. He established the first laboratory for the psychological study of mentally retarded persons and drafted the first American law mandating special education.

The initial attempts to classify people according to types, norms, and aberrations, resulted in Stern's (1914) development of "The Intelligence Quotient" to express intelligence test results into a single number. Stern's (1914) definition of intelligence was based on the general ability of an individual to adapt thinking to new environments or situations. He perceived individual test scores as mental ages and compared them to chronological age to determine degree of advancement. The mental age divided by the chronological age resulted in the intelligence quotient.

Binet and Simon (1973) created the Binet-Simon Scale comprised of a variety of tasks representative of typical children's abilities. The scale consisted of 30 tasks of increasing complexity used for determining educational placement. During the development of this scale, educational, business, and civic leaders were in a consistent search of a process to accommodate the needs of a diversifying population while continuing to meet the needs of society. As a result, the Binet-Simon Scale was standardized to promote the concept of intelligence as a single, unitary construct.

During this period, Terman (1921) tested the intelligence of school children in eight categories: invention and creative imagination, logical processes, mathematical ability, anagrams, interpretation of fables, skill in learning the game of chess, memory, and tests of motor skill. Terman (1921) wanted to distinguish between backward and
bright students. This approach suggested that there should be individualized considerations in the use of mental tests in school grading.

Goodenough (1926) spent a large portion of her life developing tools for assessing intelligence in young children. She believed that IQ could be reliably measured with significant stability for most preschoolers. She developed the Draw-a-Man Test, a nonverbal test of intelligence. Children’s drawing a man was highly reliable and correlated well with the standard IQ test of the time. Goodenough (1926) suggested that intelligence was a stable entity; thus, she challenged the assertion that the environment played a key role in children’s intelligence scores.

Piaget’s (2001) reprint of *The Psychology of Intelligence* defined intelligence as an adaptation. Piaget (2001) hypothesized that knowledge was constructed by each individual through the complementary processes of assimilation and accommodation. He contended that children interact with their physical and social environments and organize information into groups of schemes that lead to stages of sensorimotor, preoperational, concrete, and formal operations. This suggests that IQ is based upon external stability in the environment as well as internal stability through emotions.

The period of contemporary explorations generated great enthusiasm for new statistical techniques and modern experimental designs to help make standardized testing of intelligence and achievement a way of life in Western countries (Plucker, 2003). With the solidifying of traditional theories of intelligences, a new type of testing and intelligence theory appeared based on the studies of Thurstone (1973), Wechsler (1949), Guilford (1967), Anastasi (1968). Taylor (as cited in Flack, 1993), Eysenck (1979), and Cattell (1971).
A pivotal change came with Thurstone’s (1973) contributions in the 1970s. Thurstone (1973) suggested that intelligence was made up of several primary mental abilities rather than general and specific factors. This was the early proposal that a person can be intelligent in numerous ways based on the seven primary mental abilities identified in his multiple-factors theory. These factors included verbal comprehension, word fluency, number facility, spatial visualization, associative memory, perceptual speed, and reasoning. The factors were used to construct intelligence tests which provided a profile of an individual’s performance on each of the ability tests rather than a general intelligence test (IQ) that yielded a single score (Thurstone, 1973).

Wechsler (1949) defined intelligence as the aggregate or global capacity to act purposefully, think rationally, and effectively deal with the environment. Accordingly, Guilford (1967) developed the three dimensional Structure of Intellect which classified intellectual acts into 120 separate categories. Dimensions included operations, products, material, and content. Guilford (1967) developed assumptions concerning the ability of individual difference among people and concluded that intelligence is too complicated to be identified by a few mental abilities. Anastasi (1968) agreed with this assumption by defining intelligence as the composite of several functions.

As a modification of Guilford's (1967) work, Taylor proposed that multiple talents should be evaluated in the classroom to identify more students as gifted in their particular talent areas (Flack, 1993). The nine talent areas of Taylor’s instructional emphasis include academic, productive thinking, planning, communicating, forecasting, decision-making, implementing, human relations, and discerning opportunities (Flack,
Intelligence was then defined and tested in many different ways under many different contexts.

Based on the works of Thorndike, Bergman, Cobb, and Woodyard (1927), Eysenck (1979) emphasized the essential distinction between three classes of phenomenon associated with cognitive performance. These phenomena were classified as Intelligence A, B, and C. Intelligence A is the biological substrate of mental ability. Intelligence B is the manifestation of intelligence A and everything that influences its expression in real life behavior. Intelligence C is the level of psychometric tests of cognitive ability.

Cattell (1971) made his contribution to multiple intelligence testing by developing the *Measurement of Intelligence of Infants and Young Children*. Infants and young children could be assessed based on object manipulation, vocalization, attention to stimulus objects, and items on the Stanford-Binet intelligence test.

After careful consideration of foundational theories and test development, the definition of intelligence began to change. As a result, current trends in intelligence theory and research have resulted in theories of multiple facets of intelligence as well as genetic and neurological research methodologies being developed to study the environmental, biological, and psychological aspect of intelligence (Plucker, 2003). Today’s practitioners agree that intelligence or the measurement of intelligence is a component of the individual as a “whole” as opposed to an isolated entity identified by a single IQ score.
Issues and Trends of Intelligence Theory and Achievement

One critical and controversial issue in American public education today is the use of high stakes testing as a tool for accountability in schools (Martindale, Pearson, Curda, & Pilcher, 2005). According to Thernstrom (2000), the National Assessment for Educational Progress data describe a nationwide catastrophe. Thernstrom (2000) stated that the average Black 17-year-old student performs at the same level as or below White 13-year-old students on standardized composite scores. Hispanic scores are the same or slightly better. Miller (1995) suggested that minorities are dramatically underrepresented among the nation’s highest academic achievers. As a result, the No Child Left Behind Act (NCLB) was signed into law in 2002 by President George W. Bush (Mississippi Department of Education, 2002). Student success is measured according to standardized tests of intelligence designed to match state standards given to each child each year (Rapple, 2004). Accountability is strongly emphasized in No Child Left Behind legislation with the goal of using the same test to measure the achievement of all students aligned with the state’s academic content and academic achievement standards (Williams, 2003).

The new emphasis on intelligence testing has provided innovative perspectives as to a true measurement of intelligence. The No Child Left Behind Act reverts to the outmoded practices of the Industrial Age, a narrow curriculum and the sorting of students through standardized testing (Marshak, 2003). Administrators are overwhelmed by the impact of NCLB on their schools (Baule, 2004). One of the main reasons for feeling overwhelmed is that NCLB does not consider that the motivation and intellectual needs
of students often change from year to year. Standardized tests do not measure these needs (Hamilton & McDonald, 2001).

Standardized intelligence tests have encountered many criticisms (Plucker, 2003). These criticisms are based on the fact that minority and economically disadvantaged students tend to score lower than other students and are often underrepresented in gifted and talented programs. One issue brought forth with the implementation of the NCLB act is that a student’s standardized testing in math may not accurately predict his or her success in the following years of more advanced math classes (Jacobson, 2003). Also, there are many school characteristics and student future behaviors that standardized tests do not reveal. There is no overwhelming evidence that high stakes testing is effective in changing behaviors and academic performance.

Foster and Noyce (2004) concluded that measuring performance is not the same as improving it. As a result, state accountability pressures actually lead schools to replace meaningful instruction with a narrow test-prep curriculum. Posner (2004), contended that “the pressure on teachers and administrators to improve these standardized scores of what intelligence is defined by is enormous” (p. 749). Such pressure causes teachers to devote all classroom time and resources to preparing students for the standardized tests without preparing them with the emotional development skills needed to be successful in school and in society (Posner, 2004).

Steele (1997) suggested that the use of tests to make educational decisions seems to channel African Americans into remedial education and even special education, which sustains their test scores. Additional issues of standardized testing are the following: IQ tests are not guided by a plausible theory of how the brain operates; IQ tests do not
accurately measure more contemporary ideas of what "intelligence" actually is; there is inconsistent use of tests in school districts; and "IQ only" tests may assess a narrow range of ability which may neglect a child's strengths in areas of spatial reasoning or nonacademic talents (Plucker, 2003). According to Jonathan Kozol (2005), "liberal education in schools has been replaced by culturally barren and robotic methods of instruction not capable of serving mainstream society" (p. 114). Themstrom (2000) suggested that "tests do not measure creativity, music, artistic ability, ethics, human relationships, or independent thinking. The idea that a child's future should be determined by knowing certain dates and formulas is ridiculous and unfair" (p. 39). These criticism go on to suggest that testing, which may be considered poorly prepared as a result of the No Child Left Behind Act, is not objective and has negative as well as detrimental effects on students and the education system as a whole (Cankoy & Tut, 2005).

Current trends in intelligence theory and testing involve the formation of more complex multiple intelligence theories and a decreased emphasis on the use of standardized testing (IQ) to measure intelligence (Plucker, 2003). Pellegrino (2001) suggested that assessment systems should examine the broad range of competencies and forms of student understanding that are important to student learning and success. Policymakers should recognize the limit of current assessments and support development of new systems of multiple assessments.

Two of the most recent and emerging theories of intelligence are the theory of multiple intelligences and emotional intelligence, also sometimes classified as social and emotional learning. Gardner (1993) opened the door to expand the multiple intelligences theory. Gardner (1993) suggested that humans exist in a multitude of contexts which
require different arrays and assemblies of intelligence. Intelligence is then defined as the ability to solve problems or create products that are valued within one or more cultural settings (Plucker, 2003). Intelligence is more than a measure of IQ because a high IQ, in the absence of productivity, does not equate to intelligence (Goleman, 1995). With this in mind, intelligence may be considered the mental capacity to process information that can be activated in a cultural setting to solve problems or create products of value in a culture (Goleman, 1995).

Gardner (1993), among many other psychologists, believed that traditional measures of intelligence, including the IQ test, fail to fully explain cognitive ability. Gardner suggested that there are varying intelligences that must be identified to educate all students to their full potential. These seven intelligences are as follows. Logical-mathematical intelligence is the ability to detect patterns, think logically, reason deductively, and carry out mathematical operations. Linguistic intelligence is the mastery of spoken and written language. These two forms of intelligence are the basis of traditional IQ measures and tests of achievement. Spatial intelligence is the potential to recognize and manipulate patterns of wide spaces and confined spaces. Musical intelligence is the capacity to recognize and compose musical pitches, tones, rhythms, and patterns for composition or performance. Bodily-kinesthetic intelligence is the use of parts of the body or the whole body to solve problems or create products. Interpersonal intelligence indicates a person’s ability to recognize the intentions, feelings, and motivations of others. People who are intelligent in this area tend to work well with others. Intrapersonal intelligence indicates a person’s ability to understand oneself and use that information to regulate one’s own life (Gardner, 1993). These last two
intelligences, interpersonal and intrapersonal, are personal intelligences on which emotional intelligence is based (Goleman, 1998).

Emotional intelligence (EI) has proliferated literature because of the importance of emotion management of individuals in modern society (Roberts, Zeidner, & Matthews, 2001). Researchers have also theorized that EI predicts important educational and occupational criteria beyond that predicted by general intellectual ability (Elias & Weissberg, 2000; Fisher & Ashkanasy, 2000; Fox & Spector, 2000; Goleman, 1995; Mehrabian, 2000; Scherer, 1997). The idea of emotional competency as an intelligence first appeared in scientific literature by Salovey and Mayer (1990). The term was used to denote a type of intelligence that involved the ability to process emotional information (Roberts, Zeidner, & Matthews, 2001). Researchers then proposed that EI incorporates a set of conceptually related psychological processes involving the processing of affective information (Mayer & Gehjer, 1996; Mayer & Salovey, 1997; Salovey & Mayer, 1990). Emotional intelligence is a type of social intelligence used to guide thinking and actions (Salovey & Mayer, 1990).

Emotional intelligence is the intelligent use of emotions. You intentionally make your emotions work for you by using them to guide your behavior and thinking in ways that enhance your results. Your emotions give you valuable information about yourself, about other people, and about situations. Being aware of your feelings and behavior as well as others’ perceptions of you can influence your actions in such a way that they work to your benefit. (Bodine & Crawford, 1999, p. 1)
Emotional intelligence has become a prominent area of interest in academic research and literature. The constructs of emotional intelligence are reliant upon Gardner’s (1993) interpersonal and intrapersonal intelligences. Gardner’s concepts emphasize domains of self-awareness, managing emotions, motivating self, empathy, and handling relationships. Self-awareness is the ability to observe oneself and recognize a feeling as it happens. Managing emotions is the ability to handle emotions so that they are appropriate. Motivating oneself is the ability of channeling emotions in the service of a goal, emotional self-control, delaying gratification, and stifling impulses. Empathy is the ability to show sensitivity to others’ feelings and concerns while considering their perspective and appreciating the differences in how people feel. Handling relationships is the ability to manage emotions in others using social competence and social skills (Gardner, 1993).

Intrapersonal intelligence is the capacity to make discriminations among affects or emotions; and eventually to label them, to enmesh them in symbolic codes, and to draw upon them as a means of understanding and guiding one’s behavior. At the advanced level, intrapersonal knowledge allows the individual to detect and to symbolize complex and highly differentiated sets of feelings. Interpersonal intelligence is the ability to notice and make distinctions among other individuals and, in particular, among their moods, temperaments, motivations, and intentions. Interpersonal intelligence entails the capacity of a young child to discriminate among individuals around them and to detect their various moods. At the advanced level, this knowledge permits a skilled adult to read the intentions and desires of others individuals, and potentially act upon this knowledge. For
example, religious leaders, counselors, and skilled parents and teachers are often able to influence a group of disparate individuals to behave along desired lines. (Gardner, 1993, p. 239)

Emotional Intelligence Brain Research, Theory, Research Studies, and Testing

Historically, emotions were described as nonspecific, disruptive activation states (Hebb, 1949). Most recently, researchers have found that emotions serve to address different adaptive problems, facilitate decision making, and script social behavior (Ekman, 1992; Oatley & Johnson-Laird, 1987; Averill, 1980). Rolls (2000) described the functions of emotions as

- the elicitation of autonomic responses, flexibility of behavioral responses to reinforcing stimuli, motivating, communication, social bonding, cognitive evaluation of events or memories, storage of memories, recall of memories, and persistent and continuing motivation and direction of behavior to help achieve goals. (pp. 179-181)

Based on experimental evidence, Damasio (1994) suggested that damage to areas responsible for emotion impairs cognitive processes; therefore, emotion is an essential component of intelligence. Goleman (1995) agreed with this suggestion through his explanation of the brain and the emotional components related to intellectual development.

According to Goleman (1995), the amygdala, on each side of the head, is a key part of the brain that controls emotions. The amygdala is an almond shaped structure of interconnected tissue that lies above the brainstem on each side of the head, near the bottom of the limbic region. The hippocampus is also a key part of the brain that stores
memories of emotional phenomena. LeDoux (2000) described the amygdala as one of the most important parts of the limbic systems responsible for acquisition, storage, and expression of emotional memory stored by the hippocampus. Specifically, the amygdala is considered the “specialist” of emotional matters. All matters of passion, competition, cooperation, or sense of place are destroyed when the amygdala is impaired. Goleman (1995) described the amygdala as somewhat of an alarm company that notifies homeowners and the police of an emergency in the home.

When the alarm (amygdala) sounds of fear, for example, it sends urgent messages to the brain: it triggers the secretion of the body’s fight-or-flight hormone; mobilizes the centers for movement; and activates the cardiovascular system, the muscles, and the gut. Simultaneously, cortical memory systems are shuffled to retrieve any knowledge relevant to the emergency, taking precedence over other strands of thought. The amygdala’s extensive web of neural connections allows it to capture and drive much of the rest of the brain, including the rational mind.

(Goleman, 1995, pp. 16-17)

Goleman (1995) suggested that the conventional view in neuroscience is that the sensory organs transmit signals to the thalamus which are sent to the sensory processors of the neocortex, the thinking part of the brain. But in some cases, the brain allows for the amygdala to receive direct input without it being fully registered by the neocortex. In this sense, the amygdala is able to act independently of the neocortex.

According to Shapiro (1997), the field of neuroscience often distinguishes between the neocortex, the thinking part of the brain, from the limbic system, the emotional part of the brain. The neocortex helps control emotions through problem
solving (intellectual development) and other cognitive processes. With this in mind, Shapiro (1997) suggested that there is a relationship between these two parts of the brain that biologically defines emotional intelligence. The limbic system, specifically the hippocampus and amygdala, allows for the storage of emotional memories while regulating emotions and impulses. The neocortex allows the identification of a “gifted” child as opposed to a child who is not on that level of intellectual development. The neocortex also allows insight and helps an individual analyze feelings and come to a rational conclusion. Although the emotional and logical parts of the brain serve different purposes, they exist interdependently.

According to Bruer (1997), cognitive and emotional development begins in infancy. He suggests that an increase in the number of neural connections occurs in a child’s brain during the period of infancy. At this point, children have more neural connections, or synapses, up until the age of 10, than they will ever have in their lives. During early childhood, experiences reinforce and maintain synapses used frequently while eliminating unused synapses. This is a critical time in a child’s cognitive and emotional development because it is a time in which a child is most efficient in acquiring and learning various skills and obtaining specific memories (Bruer, 1997).

Goleman (1995) suggested that the most potent memories in an individual’s life date back to the first few years of life when an infant acts and reacts with his or her parents and family. Such memories include fear, neglect, or happiness. During this time, the brain stores crucial memory within the hippocampus and the neocortex, which Goleman described as the “seat of rational thought” (p. 22). The amygdala and the hippocampus work together in that the hippocampus retrieves information and the
amygdala sorts information based on its importance. As a result, interactions between infants and their caretakers establish "emotional lessons" (Goleman, 1995, p. 22). These lessons are stored in the amygdala as patterns for emotional life and are triggered in later life. Although they are stored in later life, Kagan (1995) suggested that individuals are literally able to change the development of their brains. This means that although children are born with various emotional predispositions, the brain still has a level of plasticity in which "they are able to learn new emotional and social skills that create new neural pathways and more adaptive biochemical patterns" (Kagan, 1995, p. 22).

According to Shapiro (1997), children are born confident in their own abilities. Up until the age of 7, children are not able to distinguish between effort and ability, but most children feel that they will eventually succeed in the task at hand. Beginning in the third grade, children become cognitively mature enough to realize what they are and are not capable of doing. At this point, the child realizes that to be as accomplished as their fellow classmates of high aptitude, they must increase their efforts. The realization that effort may compensate for ability is a critical self-assessment in a child's life. This assessment makes a difference in higher developmental stages of life of whether the child will make goals of achievement. Shapiro (1997) suggested that the most common misconception among teachers and parents is that problem-solving, or intelligence development, in school has more to do with intellectual development (IQ) than it does emotional development (EQ). He contended that characteristics of EQ, that include social experience and familiarity, are more critical to problem solving than intellectual development alone (Shapiro, 1997).
Salovey and Mayer (1990) first coined the term *emotional intelligence*. Intelligence theory identifies intelligence as the capacity to carry out abstract reasoning. Emotion research identifies emotions as signals that convey regular and discernable meanings about information. Given these constructs, Salovey and Mayer (1990) proposed that individuals vary in their ability to process information of an emotional nature and in their ability to relate emotional processing to a wider cognition. Mayer and Salovey (1997) conceptualized emotional intelligence within confines of the standard criteria for a new intelligence. This criterion is composed of areas of experiential reasoning and strategic ability. Experiential reasoning is defined as the ability to perceive, respond, and manipulate emotional information without needing to understand it. Strategic ability is the ability to understand and manage emotions without needing to perceive feelings well or fully experience them (Salovey & Mayer, 1990).

Specific components of emotional intelligence are defined by Stys and Brown (2004) to provide understanding as to its functions and effects on the individual. Each area of emotional intelligence is further divided into emotional perception, emotional assimilation, emotional understanding, and emotional management. Emotional perception is the ability to distinguish between honest and dishonest expressions of emotion. Emotional assimilation is the ability to distinguish among different emotions and identify emotions that are influencing behavioral processes. Emotional understanding is the ability to understand complex emotions and recognize transitions of emotion from one to the other. Emotional management is the ability to connect or disconnect from an emotion depending on its usefulness in a given situation (Stys & Brown, 2004).
Research on the predictive significance of emotional intelligence over traditional IQ tests was spurred by Goleman’s (1995) claim that emotional intelligence could be as powerful as or more powerful than IQ. Goleman theorized that IQ is a strong predictor of what jobs individuals can enter, as well as a strong predictor of success among the general population as a whole.

Abilities, such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; and to empathize and hope, are productive to the success of individuals in a given job capacity. IQ offers little to explain the different destinies of people with roughly equal promises, schooling, and opportunity. (Goleman, 1995, pp. 34-35)

Goleman (1995) also emphasized the concept of self-motivation. Motivation is “expending energy in a specific direction for a specific purpose” (Bodine & Crawford, 1999, p. 39). Goleman (1995) suggested that self-motivation is about self-responsibility in which the individual has the ability to channel emotions toward a productive end. Having the ability to manage moods is relational to intellectual benefits. Goleman (1995) suggested that good moods, or balanced emotions, enhance the ability to think flexibly, making it easier to solve intellectual and interpersonal problems. Emotions that are out of control or unbalanced impede the ability to think in positive ways. This results in a decrease in intrinsic motivation, while both open-mindedness and optimism offer advantages in life and school successes (Bodine & Crawford, 1999).

Goleman (1995) suggested that emotional intelligence alone is not a strong predictor of job performance but can provide a foundation for emotional competencies...
which, in turn, are strong predictors of job performance. Emotional intelligence contributes to individual cognitive-based performance that is over and above the level attributed to general IQ intelligence. Application for educational research may be made on the basis of Goleman’s (1998) study of job performance.

Emotional intelligence and traditional intelligence interact on a conceptual level and in the real world (Shapiro, 1997). IQ measures verbal and nonverbal abilities that include memory, vocabulary, comprehension, problem solving, abstract reasoning, perception, information processing, and visual-motor skills. These general intelligence factors may be measured by standardized tests. EQ is readily measured by self-report. In this way, one is able to recognize specific emotional intelligence traits within self and agree on its distinct use in the social and academic environment. One of the greatest distinctions between IQ and EQ is that EQ is less genetically dependent than IQ. If EQ were a factor in academic success, then this allows the opportunity for educators to provide intervention strategies to improve a child’s EQ and potential for academic achievement and behavioral enhancement.

The second half of the twentieth century has seen unequaled interests toward the welfare of children in the area of school success. Schools have done a great job in making children smarter by increasing scores on standardized tests, but emotional and social skills have decreased. The problems of today’s youth may be traced to the complex changes in social patterns that have occurred. These patterns include rises in divorce rates, the pervasive and negative influences of television and the media, lack of respect for schools as a means of authority, and the diminishing amount of time that parents spend with children. Given that societal changes are
inevitable, emotional intelligence testing may provide a way by which to identify children who are happy, healthy, and productive. (Shapiro, 1997, p. 221)

Scarce research exists to support the claim that emotional intelligence predicts performance at work or at school. In response, researchers have developed initiatives to expand the idea of emotional intelligence as it relates to areas of psychology, business, and education (Goleman, 1998). For example, the state of Illinois has implemented specific learning standards in Social and Emotional Learning (SEL) for grades kindergarten through 12. In the early elementary years, students learn to recognize and accurately label their emotions and how these emotions lead them to act. During the late elementary years, teachers teach lessons of empathy to aid students in identifying nonverbal cues as to how someone feels. In junior high, students should be able to analyze what creates stress for them and what motivates their performance. In high school, SEL skills include listening and talking in ways that resolve conflicts as opposed to escalating conflict (Goleman, 1998). Factors in these initiatives include student writing skills, retention, resiliency, student persistence and success, leadership, school discipline, and development.

The Search Institute reported that there are eight categories of need that must be met to aid in student success.

First, students need organizations and institutions that provide positive and supportive environments. Second, students need to be valued by their academic community and have opportunities to contribute to the enhancement of others. Third, youth must know what is expected of them and whether or not certain actions or activities are acceptable. Fourth, youth must have constructive,
enriching opportunities for growth through creative classroom activities, innovative programs, and constructive involvement with youth and adults. Fifth, youth need to develop a life-long commitment to education and learning. Sixth, youth must develop strong values that guide their choices. Next, youth must develop certain social competencies that will equip them to make positive choices, build relationships, and succeed in life. Finally, youth need a strong sense of their own power, purpose, worth, and promise. (Bodine & Crawford, 1999, p. 29)

All of these needs yield precedence toward the idea of emotional intelligence having a prominent influence on academic success and future job performance. When students become involved in a positive, supportive environment, they feel safer and happier. Students in this environment may have a higher EQ, which may result in students being better able to handle challenging situations and be more conducive to learning.

The concept of emotional intelligence has become an ideal means for educators to meet the social and emotional learning needs of students (Goleman, 1995). An individual’s emotional intelligence determines his or her potential for learning the practical skills that are based on elements of self-awareness, motivation, self-regulation, empathy, and social skills. This new measure takes for granted having enough intellectual (IQ) ability to perform and focuses on emotional competencies such as initiative, adaptability, motivation, and persuasiveness (Goleman, 1998).

In some places such as Illinois, Pennsylvania, Malaysia, Hong Kong, Japan, and Korea, Social and Emotional Learning (SEL) is used as the focus of intervention in
programs of character education, violence prevention, anti-bullying, drug prevention, and school discipline (Goleman, 1995). The goal in implementing these programs is to reduce problems among school children while enhancing school climate and academic performance. Based on the effectiveness and progress of these programs, it is evident that helping children improve their self-awareness, confidence, emotions, and empathy improves behavior and measurable academic achievement (Goleman, 1995).

In a study conducted by the Collaborative for Academic, Social, and Emotional Learning at the University of Illinois at Chicago (as cited in Goleman, 1995), a meta-analysis of 668 evaluation studies of SEL programs for children from preschool to high school was conducted. Up to 50% of children showed improved academic achievement scores, while up to 30% improved their grade point averages. Incidents of misbehavior dropped by an average of 28%, suspensions by 44%, and other disciplinary problems by 27%. Simultaneously, attendance rates rose while 63% of students demonstrated significantly more positive behavior.

A study by Payton, Wardlaw, Graczyk, Bloodworth, Tompsett, and Weissberg (2000) provided criteria based on theory, research, and best educational practice identifying key social and emotional learning competencies and program features. These criteria guide the selection of research-based prevention programs that address academic performance, health, substance abuse, violence prevention, sexuality, character, and social skills. Competencies are divided into four groups: awareness of self and others; positive attitudes and values; responsible decision-making; and social interaction skills. Program features critical to the success of SEL programs include curriculum design;
coordination with larger systems; educator preparation and support; and program evaluation (Payton et al., 2000).

In a study by Barchard (2003), the ability of emotional intelligence to predict academic achievement was examined with a sample of undergraduate psychology students in which year-end grades were used as the criterion. Traditional cognitive abilities, the Big Five dimensions of personality test, and the MSCEIT emotional intelligence test were used as measures in the study. As a result, “total scores on the MSCEIT had a statistically significant correlation with academic success” (Barchard, 2003, p. 852).

Walker (2006) conducted a study using 1,205 undergraduate students at a research-intensive 4-year university. Using the Bar-On EQ-i:Short Version, she examined correlations between emotional intelligence and gender, ethnicity, ACT score, grade point average, number of terms completed, and number of hours failed within the first 4 semesters of college. The study found positive correlations between emotional intelligence component scores and individual semester grade point averages during the first 4 semesters of college; academic persistence; and ACT scores. The study also found a significant relationship between emotional intelligence and both gender and ethnicity. Additional studies of emotional intelligence involve school discipline and long-term social development as a skill that may be learned and implemented in the classroom (Goleman, 1995; Mayer, Caruso, & Salovey, 1999; Salovey & Mayer, 1990; Brand, 1989; Lewkowicz, 1999; Liff, 2003).

Bear (1998) reviewed strategies used by highly effective classroom teachers to promote emotionally intelligent behavior and to achieve self-discipline, maintain
classroom management, and control discipline problems. Bear (1998) suggested that “classroom management and positive climate strategies for preventing behavior problems; operant learning strategies for the short-term management and control of behavior problems; and decision-making and social problem-solving strategies” aid in achieving the long-term goal of self-discipline and overall emotionally intelligent behavior (Bear, 1998, p. 728). Each of these components is directly related to social development.

Petrides, Frederickson, and Furnham (2004) examined the role of trait emotional intelligence in academic performance and in deviant behavior. Trait emotional intelligence refers to emotional self-efficacy, whereas ability emotional intelligence refers to cognitive emotional ability. With a sample of 650 students at a British secondary school, they concluded that

Trait emotional intelligence moderated the relationship between cognitive ability and academic performance. Also, students with high trait emotional intelligence scores were less likely to have unauthorized absences and less likely to be excluded from school. As a result, the constellation of emotion-related, self-perceived abilities and dispositions that the construct of trait emotional intelligence encompassed is implicated in academic performance and deviant behavior with effects particularly relevant to vulnerable or disadvantaged students (Petrides et al., 2004, p. 277)

In these studies, most emotional intelligence research is based on high school to college level student achievement and retention. There is very little research as to the relationship of emotional intelligence and academic success in elementary aged students.
and whether there are ethnic differences in emotional intelligence that may contribute to closing the Black-White achievement gap. These research topics contribute to the body of knowledge focusing on student success and empirically-based methods of closing the Black-White achievement gap.

There are many tests that measure emotional intelligence. The most commonly used measures of emotional intelligence, as cited in Stys and Brown (2004), include: the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT); the Bar-On Emotional Quotient Inventory (EQ-i); the Emotional Competency Inventory (ECI); the Emotional Intelligence Appraisal (EIA); the Work Profile Questionnaire-Emotional Intelligence Version (WPQei); the Levels of Emotional Awareness Scale (LEAS); and the Self-Report Emotional Intelligence Test (SREIT). Although all emotional intelligence tests are different in nature, Brackett and Mayer (2003) found significant statistical similarities between the Mayer-Salovey-Caruso Emotional Intelligence Test and Bar-On Emotion Quotient Inventory.

The preferred test for this study is the Bar-On EQ-i: YV. Bar-On (1997) developed one of the first measures of emotional intelligence that used the term Emotion Quotient or EQ. Bar-On's (1997) model relates to the potential for performance and success rather than performance or success. The Bar-On EQ-i is a process-oriented instrument and focuses on emotional and social abilities that include the ability to be aware of, understand, and express oneself; the ability to be aware of, understand, the relate to others; the ability to deal with strong emotions; and the ability to adapt to change and solve problems of a social and personal nature (Bar-On, 1997).
The Bar-On EQ-i is used to measure an individual's ability to be successful in dealing with environmental demands and pressures (Dawda & Hart, 2000; Bar-On, 2002). It is a complete test that classifies each respondent within the range of EQ scores and can be used in corporate, educational, clinical, medical, research, and preventive settings. It is especially used to differentiate between academically successful university students and unsuccessful university students (Dawda & Hart, 2000).

Bar-On (1997) suggests that emotional intelligence develops over time and can be improved through training, programming, and therapy. Bar-On (1997) hypothesized that individuals with a higher EQ are more successful in meeting environmental demands and pressures; whereas, individuals deficient of EQ lack success and possess emotional problems. This is especially prevalent among individuals who lack in subscales of reality testing, problem solving, stress tolerance, and impulse control. Bar-On (2002) suggests that emotional intelligence and cognitive intelligence contribute equally to an individual's general intelligence, which offers an indication of the individual's potential to succeed in life (Bar-On, 2002).

The Bar-On EQ-i is a self-report instrument used to measure total IQ and each of the components of the Bar-On (2002) model. Components of the model include: intrapersonal intelligence, interpersonal intelligence, adaptability, stress management, and general mood. Items are measured on a five-point scale with total raw scores converted into standard scores with a mean of 100 and a standard deviation of 15, similar to that of IQ scores (Bar-On, 2002). The Bar-On EQ-i has been expanded into several versions used with various populations. Among these is the Eq-i: Youth Version for children and adolescents ages 7 to 15 years (Bar-On, 2002).
Emotional Intelligence and the Black-White Achievement Gap

African-American children arrive in kindergarten with fewer reading skills than Whites, even when their parents have equal years of schools (Phillips, Crouse, & Ralph, 1998; Fryer & Levitt, 2004). According to Ferguson (2003), national data show that the Black-White test score gap is constant, in standard deviations, from primary through the secondary grades. Among Blacks who have equal test scores with Whites, Blacks tend to make less future progress. Regardless of the available material resources, the strategies that are used to allocate children to school, or the means for grouping children for instruction, Black students still maintain lower scores than White students (Ferguson, 2003).

As students and teachers interact with each other, teacher perceptions and expectations impact the emotional intelligence level of the student. This also impacts the goals that students set for student success. Ferguson (2003) suggested that teacher perceptions and expectations affect standardized test scores based upon the common assumption that teachers’ perceptions, expectations, and behaviors are biased by racial stereotypes. Lightfoot (1978) suggested that teachers use the dimensions of race, class, sex, and ethnicity to bring order to their perception of the classroom environment. Instead of teachers gaining a more in-depth and holistic understanding of the student, which is generally based on background, experience, and emotional capacity, teachers’ perceptions become increasingly stereotyped. As a result, students become discouraged by the negative perception and expectation made by teachers and society. Baron, Tom, and Cooper (1985) suggested that racial stereotyping is then accepted as reality when it
becomes difficult for a minority or disadvantaged student to distinguish himself or herself from the negative generalized expectation.

Teachers hold racially biased expectations that may be best described as a concept of racial generalization. Racial generalization occurs when a teacher identifies a student based upon racial identity and expectations regarding the student’s performance, which affects the student’s academic achievement and behaviors (Ferguson, 2003). Becker and Luthar (2002) reported that there are four critical social-emotional components that influence achievement performance. These components are academic and school attachment, teacher support, peer values, and mental health. Furthermore, these factors act as both risk and protective factors for disadvantaged students’ learning and opportunities for school success.

Brophy (1985) suggested that teachers who hold rigid expectations can produce tremendous effects on student success. Ethically speaking, teachers hold more rigid expectations of Black students, which affect overall student success (Brophy, 1985).

In addition to the research regarding teacher expectations and perceptions of students, Jussim, Eccles, and Madon (1996) suggested that Black and White children respond differently to teachers. In a study by Mickelson (1990), 1,193 seniors were identified from eight high schools during the 1983 school year. Levels of agreement were measured among Black and White students concerning statements listed in groups as abstract attitudes or concrete attitudes. Higher levels of agreement corresponded with higher values in that concrete attitudes predicted cumulative high school grade point average, but abstract attitudes did not. Mickelson’s (1990) measure of abstract attitudes reflected a more mainstream ideology characterized by a standard optimistic manner
about education and the American Dream. Abstract statements included: Education is the key to success in the future; If everyone in America gets a good education, we can end poverty; Achievement and effort in school lead to job success later on; The way for poor people to become middle class is to get a good education; School success is not a clear path to a better life; Getting a good education is the practical way to success for young (Black or White, men or women) like me; Young Black or White men or women like me have a chance of making it if we do well in school; and Education pays off for young (Black or White, men or women) like me. Mickelson's (1990) measure of concrete attitudes included statements that illicit doubt and ambivalence about education as a route to success in mainstream society. Concrete statements included: My parents say that people like us are not always paid or promoted according to education; All I need to learn for my future is to read and write, and make change; Although my parents tell me to get a good education, they face barriers in job success; When teachers give homework, my friends never consider doing it; People in my family have not been treated fairly at work, no matter what type of education they have; and Studying in school rarely pays off later with a good job.

Students usually acquire concrete attitudes from routine interaction with friends and parents. Mickelson (1990) found that Blacks tend to agree with the optimistic, abstract beliefs more than Whites. Blacks' concrete attitudes, influenced by friends, parents, and mainstream society, are less hopeful (Mickelson, 1990). This study suggested that Black have a lower emotional intelligence level than Whites based on the fact that concrete attitudes reflect all concepts and characteristics of emotional
intelligence emitted through social interactions with friends, parents, and society in general.

Teachers' judgments also play a major factor in the emotional intelligence levels of students and overall student success. Teacher judgments about how much they enjoy teaching affect teacher behaviors that impact individual students (Rosenthal & Jacobson, 1968; Ferguson, 2003). This means that teachers may respond differently to difficult students by withdrawing support (Brophy & Good, 1974). This type of support promotes positive emotions that enhance the academic performance and behavior of the child (Brophy & Good, 1974). Jussim, Eccles, and Madon (1996) found that teachers' beginning of the year perceptions of students, based on the information of former teachers, are stronger predictors of Blacks than they are for Whites.

Ferguson (2003) suggested that Blacks are underrepresented among students with the very highest test scores, and potential for greater Black representation at the top of the distribution is unproven. As a result, stereotypes of Black inferiority are often reinforced by past and present disparities in performance that cause teachers to underestimate the potential of Black students more so than White students (Ferguson, 2003). In addition, low-performing Blacks are more likely to be perceived as difficult students than low-performing Whites, which results in less emotional support in the form of positive feedback and emotional interaction (Ferguson, 2003).

Jussim et al. (1996) also found that Black students give less positive emotional reinforcement than White students with similar beginning of the year performance. An example of this is Willis and Brophy's (1974) study in which 28 first grade teachers were asked to nominate three children in four groups: attachment group, indifference group,
concern group, and rejection group. Teachers listed students who they would like to keep another year in the attachment group. Students listed in the indifference group were those who the teacher would be least prepared to talk about in an unannounced parent-teacher conference. The concern group consisted of students to whom teachers would like to devote all of their attention. The rejection group consisted of students who the teacher would like to remove from the classroom. The rejection group was the only group in which non-White boys were overrepresented in teachers’ remarks. There were more factors involved in shaping first year teachers to student relationships than the child’s academic ability or success. The student’s work habits, behaviors, and parents’ behaviors affected teacher preferences, support, and expectations toward students (Willis & Brophy, 1974).

Ferguson (2003) suggested that “teachers in the 1990s perceived that Blacks rate lower than Whites on attitudes, effort, and behaviors prominently formed as a result of low or high emotional intelligence levels” (p. 481). Based on these patterns, Ferguson contended that teachers probably give Whites more plentiful and unambiguous support towards higher academic success, but does not suggest, however, that mismatches of teacher’s and student’s race is the central problem. “Black teachers also need help in learning to cope with the special demands of Black students from various backgrounds” (Ferguson, 2003, p. 481).

Ferguson (2003) gave an example of a program called the Great Expectations (GE) initiative to illustrate how changes in teaching practices and expectations of minority students may enhance student success. The GE initiative includes a range of techniques used to nurture each student and communicate the expectation that they are
destined to be important people if they do their best in school to prepare well for the future. This program enhances the emotional intelligence levels of students by providing greater student support, positive reinforcement, self-esteem, and efficacy skills while focusing on the individual students' needs, talents, and abilities. In this program, teachers use positive reinforcement on a regular basis. These teachers use methods that combine high standards with positive feedback from teachers and peers. As a result, learning is made fun, emphasizes the importance of happy and effective lives, and creates an overall environment that is conducive to positive emotional development (Ferguson, 2003).

During the initiation of the GE program, many of the teachers were insecure in their teaching ability. The low expectations and support were partly the consequence of the low expectations and support for themselves as teachers. This suggests that the teacher's emotional intelligence level may be directly related to a student's emotional intelligence and student success.

Although the outcomes of the GE program have not been rigorously evaluated, teachers in interviews commented that their classroom average test scores improved by thirty or more percentiles or from the thirteenth to the forty-fifth percentile in one academic year after the implementation of GE's program of professional development. (Ferguson, 2003, p. 493)

Ferguson (2003) suggested that tests can measure what a child knows, but characteristics of emotional intelligence may also be an indicator of the performance of a student (Ferguson, 2003). Teachers often underestimate the potential for Black students whose current performance is poor through lack of support and expectations that directly impact positive emotional intelligence characteristics.
CHAPTER III

RESEARCH METHOD

This study sought to expand the existing knowledge of emotional intelligence as it relates to elementary school students. Specifically, the quantitative study examined the relationship between a measure of emotional intelligence and two measures of academic success: academic achievement and discipline. Analyses were conducted to measure academic success in terms of the MCT, standardized test scores, as well as discipline referrals. Implications were drawn from the results of the study to expand on what is known about the Black-White achievement gap.

The approach is unique in that it is the only known study that investigates a measure of emotional intelligence in an elementary school setting with emphasis placed on race and gender comparisons that may contribute to the Black-White achievement gap. The research design utilized multiple regression using the Bar-On EQ-i: YV, the MCT (reading, language, and math scores), and discipline referrals.

The strength of this study is that the sample size was substantially larger than most studies of this nature. Further, the two traditional measures of academic success have been widely used in such studies. The goal of this study was to determine if emotional intelligence contributes to the Black-White achievement gap. The results will aid in the compilation of empirical data of emotional intelligence as it relates to academic success in elementary school settings. Although there may be some concern about the inclusion of discipline referrals as a measure of academic success because they are a product of teacher perception, discipline referrals, nonetheless, are frequently used school-wide.
Research Design

The design used for the project was a correlational study of the data produced by three overall measures in the study. To measure the relationship between concepts of emotional intelligence and academic success, the Bar-On EQ-i: YV was utilized. It is one of the first developed measures of emotional intelligence, commonly used in educational settings. In addition the MCT and individual discipline referrals were utilized as traditional measures of academic success.

Participants

The researcher contacted the superintendent of the selected school to obtain permission for the study. A copy of the letter is included in Appendix A. The school chosen was in a small community in Mississippi. Participants in the study were elementary school students between grades 2 and 4. The study took place during a regular school class in the academic year of 2006-2007. All students in second through fourth grades were invited to participate in the study. Participants were recruited for the study by sending information packets home with the students at the end of the regularly scheduled school day. Participation was subject to parent/guardian permission and student assent. A copy of the letter for parent permission is included in Appendix B. A copy of the study assent form is included in Appendix C. Further eliminations were made if there was no previous record of MCT scores available for a particular student or if the Bar-On EQ-i: YV was completed incorrectly. Results used in the study were based upon the MCT scores and emotional intelligence subscores. Seventy-six students participated.
Ethical Protection of Participants

Information packets were sent home to each parent or guardian via the students. Student participation was based upon the permission of the parent and the student. The study was carried out under the ethical guidelines of the participating school district, as well as the guidelines required by The University of Southern Mississippi’s Institutional Review Board (IRB). A copy of the letter of IRB approval is included in Appendix D. Safeguards were established prior to obtaining parental permission by following school district guidelines and the guidelines of The University of Southern Mississippi’s Institutional Review Board.

Instrumentation

This study used the Bar-On Emotion Quotient Inventory: Youth Version (EQ-i: YV), the 2005 Mississippi Curriculum Test, and in-school discipline referrals. Each of the measures is discussed below.

*Bar-On Emotion Quotient Inventory: Youth Version (EQ-i: YV)*

The Bar-On EQ-i: YV is used to measure an individual’s ability, ages 7-18, to be successful in dealing with environmental demands and pressures (Dawda & Hart, 2000; Bar-On, 2002). It is a complete test that classifies each respondent within the range of EQ scores and can be used in corporate, educational, clinical, medical, research, and preventive settings. Components of the model include intrapersonal intelligence, interpersonal intelligence, adaptability, stress management, and general mood. Items are measured on a five-point scale with total raw scores converted into standard scores with a mean of 100 and a standard deviation of 15, which is similar to that of IQ scores (Bar-On, 2002).
Based on seven population samples ages 7-18, Bar-On (2002) reported a Cronbach’s alpha ranging from .69 to .86 for the 6 subscales of the EQ-i. Overall average internal consistency was .76. Measures of criterion validity identified emotional intelligence measured by the EQ-i as a measure that could accurately differentiate between individuals who were successful and unsuccessful in areas of business, industry, military, and education.

Construct validity has been assessed through convergent and divergent validity. The EQ-i has been found to be significantly correlated to measures of psychological and subjective well-being. Also, the total EQ-i scales have been shown to be positively correlated with three of the best indicators of emotional functioning in a measure of personality, acculturation, and sense of competence (Bar-On, 2002).

**Mississippi Curriculum Test (MCT)**

The Mississippi Curriculum Test (MCT) is an achievement test used to measure academic performance in subjects of reading, language arts, and mathematics (Mississippi Department of Education, 2003). In this study, the percentile rankings for subjects of reading, language arts, and math for the previous year were used to measure academic performance. The MCT is aligned with national NCLB curriculum standards and is a widely recognized measure of achievement by state standards.

**Discipline Referrals**

The criteria for discipline referrals are established on a school-wide basis. The school principal or assistant principal is the main facilitator of the discipline referral system. In this study, a count per student of discipline referrals was made by the
researcher during the current school year without attention placed on the severity of the particular event. This was used as a measure of discipline referrals.

Data Collection

The Bar-On EQ-i: YV was self-administered in a group setting using self-contained, standardized instructions. Testing instructions were reviewed prior to testing to make sure that the participants understood the directions. This is common practice for elementary school students. The test took a maximum of 30 minutes to administer, but additional time was provided per individual need. Incomplete Bar-On EQ-i: YV tests were not used.

Scores on the MCT and the discipline referrals were obtained through records made available in the administrative office. Students who did not complete the MCT in the previous year were not included in the study.

Data Analysis

The study utilized multiple regression and pair-wise correlational techniques to determine the relationships between emotional intelligence and traditional measures of academic success. The data variables were discrete in that MCT percentiles and discipline referral counts took on integer steps while Bar-On EQ-i: YV scores took on half-integer steps. The analyses included variables of race, gender, MCT composite scores, EQ-i: YV composite scores, and number of discipline referrals. The multivariate analysis used multiple and bivariate tables. In this way, various aspects of the MCT and the Bar-On EQ-i: YV were analyzed to allow implications concerning emotional intelligence and the possible relationship to school success and the Black-White achievement gap.
CHAPTER IV

ANALYSIS OF DATA

In order to identify the degree to which a relationship exists between emotional intelligence, academic performance, and in-school behavior as well as if this relationship differs based on factors of race and gender, variables were evaluated and organized into one complete data set consisting of information from second through fourth grade students. The data set consisted originally of 189 participants. Any participant who did not have MCT scores for the 2006-2007 school year or did not complete the Bar-On Eq-i: YV was taken out of the data set.

The final data set consisted of 76 participants and included the following variables: subject identification number, MCT reading score, MCT language score, MCT math score, race, gender, and standardized emotional intelligence scores for the areas of intrapersonal, interpersonal, stress management, adaptability, general mood, and positive impression. Of the 76 participants, 54 were Black and 22 were White. Concerning gender, 36 of the participants were male and 40 of the participants were female. To analyze these data, SPSS 13.0 was used.

Hypotheses

Descriptive statistics of each MCT score area was conducted in relation to emotional intelligence scores. A summary of means and standard deviations for MCT reading, language, and math scores and emotional intelligence scores is presented in Table 1.
### Table 1

*Means and Standard Deviations*

<table>
<thead>
<tr>
<th></th>
<th>$M$</th>
<th>$SD$</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCT Reading</td>
<td>524.38</td>
<td>47.99</td>
</tr>
<tr>
<td>MCT Language</td>
<td>534.36</td>
<td>52.14</td>
</tr>
<tr>
<td>MCT Math</td>
<td>533.12</td>
<td>51.53</td>
</tr>
<tr>
<td>1. Intrapersonal</td>
<td>96.89</td>
<td>13.17</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>88.45</td>
<td>15.37</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>90.24</td>
<td>14.96</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>96.75</td>
<td>16.25</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>90.89</td>
<td>18.00</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>97.20</td>
<td>17.16</td>
</tr>
</tbody>
</table>

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Hypothesis 1 stated: There is a significant relationship between emotional intelligence as measured by the Bar-On EQ-i: YV and academic success as measured by the Mississippi Curriculum Test (MCT).

After compiling descriptive statistics, a series of multiple regressions were conducted to determine the relationship between the six areas of emotional intelligence and, individual, reading, language, and math MCT scores. Regression results indicated that emotional intelligence scores significantly predict academic achievement; therefore, Hypothesis 1 was supported. The predictors were the six sub-scores (Intrapersonal, Interpersonal, Stress Management, Adaptability, General Mood, and Positive Impression). The linear combination of emotional intelligence sub-scores was significantly related to the MCT reading score, $F(6, 69) = 3.4, p = .005$. As indicated by $R^2$, 23% of the variance for reading scores can be accounted for by the linear combination of emotional intelligence scores (Adjusted $R^2 = .16$). The only statistically significant individual (negative) predictor for achievement in reading was intrapersonal intelligence. Intrapersonal intelligence measures the expression and communication of individual feelings and needs. Nonsignificant predictors were interpersonal, stress management, adaptability, general mood, and positive impression. A summary of regression coefficients for MCT reading scores is presented in Table 2.

Following this analysis, a multiple regression analysis was conducted to determine the relationship between emotional intelligence and MCT language scores. Regression results indicated that emotional intelligence significantly predicts the language score; therefore, the hypothesis was supported. The linear combination of emotional intelligence scores was significantly related to the MCT language score, $F(6, 69) = 3.5, p = .005$. As
Table 2

*Summary Coefficients for Reading Scores*

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>B</th>
<th>T</th>
<th>p</th>
<th>Bivariate r</th>
<th>Partial r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>-1.295</td>
<td>-.355</td>
<td>-2.986</td>
<td>.004</td>
<td>-.34</td>
<td>-.338</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>.507</td>
<td>.163</td>
<td>1.112</td>
<td>.270</td>
<td>.197</td>
<td>.133</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>.043</td>
<td>.013</td>
<td>.120</td>
<td>.905</td>
<td>-.008</td>
<td>.014</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>-.220</td>
<td>-.075</td>
<td>-.549</td>
<td>.585</td>
<td>.064</td>
<td>-.066</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>.691</td>
<td>.259</td>
<td>1.674</td>
<td>.099</td>
<td>.314</td>
<td>.198</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>-.062</td>
<td>-.022</td>
<td>-.159</td>
<td>.874</td>
<td>.029</td>
<td>-.019</td>
</tr>
</tbody>
</table>

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indicated by R squared, 23% of the variance for language scores can be accounted for by the linear combination of emotional intelligence scores (Adjusted R squared = .17). The statistically significant individual predictor for achievement in language was interpersonal intelligence. Interpersonal intelligence measures good listening skills and how well individuals understand and appreciate the feelings of others. Nonsignificant predictors were intrapersonal, stress management, adaptability, general mood, and positive impression. A summary of regression coefficients for MCT language scores is presented in Table 3.

A final multiple regression analysis was conducted to evaluate how well emotional intelligence predicts MCT math scores. Similar to the results for MCT reading and language scores, the regression results indicated that emotional intelligence significantly predicts MCT math score; therefore, the hypothesis was supported. The linear combination of emotional intelligence was significantly related to math score, $F(6, 68) = 3.2, p = .007$. As indicated by R squared, 22% of the variance for math scores can be accounted for by the linear combination of emotional intelligence scores (Adjusted R squared = .15). The statistically significant predictors for achievement in math were intrapersonal and interpersonal intelligence. Intrapersonal intelligence was found to be a negative predictor, while interpersonal intelligence was found to be a positive predictor. Stress management, adaptability, general mood, and positive impression were nonsignificant predictors. A summary of regression coefficients for MCT math scores is presented in Table 4.

Hypothesis 2 stated: There is a significant relationship between emotional intelligence as measured by the Bar-On EQ-i: YV and academic success as measured by
Table 3

**Summary Coefficients for Language Scores**

<table>
<thead>
<tr>
<th>(n = 76)</th>
<th>B</th>
<th>B</th>
<th>t</th>
<th>p</th>
<th>Bivariate r</th>
<th>Partial r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>-.656</td>
<td>-.166</td>
<td>-1.394</td>
<td>.168</td>
<td>-.103</td>
<td>-.166</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>1.459</td>
<td>.430</td>
<td>2.949</td>
<td>.004</td>
<td>.410</td>
<td>.335</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>-.293</td>
<td>-.084</td>
<td>-.752</td>
<td>.455</td>
<td>-.037</td>
<td>-.090</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>.222</td>
<td>.069</td>
<td>.508</td>
<td>.613</td>
<td>.221</td>
<td>.061</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>.266</td>
<td>.092</td>
<td>.594</td>
<td>.554</td>
<td>.339</td>
<td>.071</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>-.317</td>
<td>-.104</td>
<td>-.754</td>
<td>.453</td>
<td>.107</td>
<td>-.090</td>
</tr>
</tbody>
</table>

Table 4

**Summary Coefficients for Math Scores**

<table>
<thead>
<tr>
<th>(n = 76)</th>
<th>B</th>
<th>B</th>
<th>t</th>
<th>p</th>
<th>Bivariate r</th>
<th>Partial r</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>-1.304</td>
<td>-.333</td>
<td>-2.754</td>
<td>.008</td>
<td>-.260</td>
<td>-.317</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>1.025</td>
<td>.306</td>
<td>2.084</td>
<td>.041</td>
<td>.292</td>
<td>.245</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>.275</td>
<td>-.080</td>
<td>.703</td>
<td>.485</td>
<td>.062</td>
<td>-.085</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>.130</td>
<td>.041</td>
<td>.299</td>
<td>.766</td>
<td>.153</td>
<td>.036</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>.368</td>
<td>.128</td>
<td>.826</td>
<td>.412</td>
<td>.306</td>
<td>.100</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>-.266</td>
<td>-.088</td>
<td>-.632</td>
<td>.529</td>
<td>.047</td>
<td>-.076</td>
</tr>
</tbody>
</table>

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discipline referrals. None of the participants in the study received discipline referrals during the course of the school year. This study did not include sufficient data that may be used to examine a relationship between emotional intelligence and behavior. The lack of data is discussed in Chapter V.

Research Questions

Research question 1 stated: Does the relationship between emotional intelligence and academic success differ based on race? A multiple regression analysis was conducted to evaluate any differences concerning race. Regression results indicated that there is a slight difference in the relationship between emotional intelligence and academic success based on race. Descriptive statistics for each of the MCT score areas (reading, language, and math) were conducted in relation to emotional intelligence subscores for race (Table 5).

Racial differences in the relationship between emotional intelligence and academic success relative to race are presented for MCT reading scores (Table 6), MCT language scores (Table 7), and MCT math scores (Table 8). Statistically significant predictors of reading achievement for Black students were intrapersonal intelligence and general mood. Intrapersonal intelligence was found as a negative predictor, while general mood was found as a positive predictor of reading scores. Nonsignificant predictors for Black students relative to reading achievement were interpersonal, stress management, adaptability, and positive impression. There were no statistically significant predictors of reading achievement for White students.

Relative to language achievement, statistically significant predictors for Black students were intrapersonal and interpersonal intelligence. Intrapersonal intelligence was
Table 5

Means and Standard Deviations Based on Race

<table>
<thead>
<tr>
<th></th>
<th>Black</th>
<th></th>
<th>White</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>(n = 76)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MCT Reading</td>
<td>520.72</td>
<td>44.70</td>
<td>533.36</td>
<td>55.37</td>
</tr>
<tr>
<td>MCT Language</td>
<td>532.56</td>
<td>57.18</td>
<td>538.77</td>
<td>37.80</td>
</tr>
<tr>
<td>MCT Math</td>
<td>525.47</td>
<td>52.86</td>
<td>551.55</td>
<td>43.98</td>
</tr>
<tr>
<td>1. Intrapersonal</td>
<td>97.87</td>
<td>12.52</td>
<td>94.50</td>
<td>14.66</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>87.61</td>
<td>16.12</td>
<td>90.50</td>
<td>13.72</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>88.59</td>
<td>15.24</td>
<td>94.27</td>
<td>13.76</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>97.15</td>
<td>18.00</td>
<td>95.77</td>
<td>11.10</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>91.20</td>
<td>18.40</td>
<td>90.14</td>
<td>17.40</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>97.83</td>
<td>17.56</td>
<td>95.64</td>
<td>16.46</td>
</tr>
</tbody>
</table>
Table 6

*Beta Weight Differences in Emotional Intelligence Related to Reading Scores for Race*

<table>
<thead>
<tr>
<th>El Factors</th>
<th>Black</th>
<th>p</th>
<th>White</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>-3.88</td>
<td>.005</td>
<td>-.467</td>
<td>.218</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>.191</td>
<td>.289</td>
<td>-.281</td>
<td>.441</td>
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<tr>
<td>5. Adaptability</td>
<td>-.019</td>
<td>.910</td>
<td>-2.32</td>
<td>.377</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>.393</td>
<td>.051</td>
<td>.481</td>
<td>.207</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>-.170</td>
<td>.307</td>
<td>.132</td>
<td>.739</td>
</tr>
<tr>
<td>R square</td>
<td>.284</td>
<td></td>
<td>.311</td>
<td></td>
</tr>
</tbody>
</table>

Table 7

*Beta Weight Differences in Emotional Intelligence Related to Language Scores for Race*

<table>
<thead>
<tr>
<th>El Factors</th>
<th>Black</th>
<th>p</th>
<th>White</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>-.258</td>
<td>.053</td>
<td>-.079</td>
<td>.842</td>
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<tr>
<td>2. Interpersonal</td>
<td>.500</td>
<td>.006</td>
<td>.217</td>
<td>.575</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>-.132</td>
<td>.300</td>
<td>.035</td>
<td>.932</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>-.048</td>
<td>.765</td>
<td>.402</td>
<td>.160</td>
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<td>7. General Mood</td>
<td>.256</td>
<td>.187</td>
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<td>.942</td>
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<td>8. Positive Impression</td>
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<td>.262</td>
<td>-.182</td>
<td>.667</td>
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<tr>
<td>R square</td>
<td>.322</td>
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<td>.214</td>
<td></td>
</tr>
</tbody>
</table>
Table 8

**Beta Weight Differences in Emotional Intelligence Related to Math Scores for Race**

<table>
<thead>
<tr>
<th>El Factors</th>
<th>Black</th>
<th>P</th>
<th>White</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>-.335</td>
<td>.018</td>
<td>-.575</td>
<td>.155</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>.375</td>
<td>.045</td>
<td>-.254</td>
<td>.508</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>.009</td>
<td>.947</td>
<td>.344</td>
<td>.399</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>.036</td>
<td>.830</td>
<td>-.036</td>
<td>.897</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>.243</td>
<td>.225</td>
<td>.259</td>
<td>.512</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>-.176</td>
<td>.295</td>
<td>.167</td>
<td>.689</td>
</tr>
<tr>
<td>R square</td>
<td>.267</td>
<td>.229</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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found as a negative predictor, while interpersonal intelligence was found as a positive predictor. Nonsignificant predictors were stress management, adaptability, general mood, and positive impression. There were no statistically significant predictors of language achievement for White students.

Statistically significant predictors of math achievement for Black students were intrapersonal and interpersonal achievement. Intrapersonal intelligence was found to be a negative predictor of math scores, while interpersonal intelligence was found to be a positive predictor. Nonsignificant predictors were stress management, adaptability, general mood, and positive impression. There were no statistically significant predictors of math achievement for White students.

Research question 2 is: Do the relationships between emotional intelligence and academic success differ based on gender? A multiple regression analysis was conducted to evaluate any differences concerning gender. Regression analysis results indicated differences in gender based on the relationship between emotional intelligence and academic success. Descriptive statistics for each of the MCT score areas (reading, language, and math) were conducted in relation to emotional intelligence subscores for gender (Table 9).

When considering the prediction of achievement in reading scores by emotional intelligence for males, there were no statistically significant predictors. For females, intrapersonal intelligence was found to be a negative statistically significant predictor of reading scores (Table 10). Interpersonal, stress management, adaptability, general mood, and positive impression were found as nonsignificant predictors for females.
Table 9

*Means and Standard Deviations Based on Gender*

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>(n = 76)</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>MCT Reading</td>
<td>523.58</td>
<td>51.85</td>
</tr>
<tr>
<td>MCT Language</td>
<td>530.22</td>
<td>54.23</td>
</tr>
<tr>
<td>MCT Math</td>
<td>528.14</td>
<td>57.01</td>
</tr>
<tr>
<td>1. Intrapersonal</td>
<td>96.81</td>
<td>12.40</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>86.89</td>
<td>16.31</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>89.53</td>
<td>14.88</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>92.03</td>
<td>18.90</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>88.64</td>
<td>18.04</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>96.39</td>
<td>19.21</td>
</tr>
</tbody>
</table>

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Table 10

*Beta Weight Differences in Emotional Intelligence Related to Reading Scores for Gender*

<table>
<thead>
<tr>
<th>El Factors</th>
<th>Male</th>
<th>$p$</th>
<th>Female</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>-.169</td>
<td>.344</td>
<td>-.543</td>
<td>.003</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>.144</td>
<td>.520</td>
<td>.293</td>
<td>.184</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>-.003</td>
<td>.989</td>
<td>-.002</td>
<td>.987</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>-.189</td>
<td>.427</td>
<td>-.108</td>
<td>.528</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>.428</td>
<td>.115</td>
<td>.078</td>
<td>.683</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>.077</td>
<td>.721</td>
<td>-.170</td>
<td>.400</td>
</tr>
<tr>
<td>R square</td>
<td>.233</td>
<td></td>
<td>.374</td>
<td></td>
</tr>
</tbody>
</table>

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When predicting achievement in language scores by emotional intelligence for males, there were no statistically significant predictors. For females, interpersonal intelligence was found to be a positive statistically significant predictor (Table 11). Nonsignificant predictors for females were intrapersonal, stress management, adaptability, general mood, and positive impression.

When predicting math achievement by emotional intelligence for males, there were no statistically significant predictors. For females, intrapersonal intelligence and positive impression were found to be negative statistically significant predictors, while interpersonal intelligence was found to be positive statistically significant predictor (Table 12). Stress management, adaptability, and general mood were found to be nonsignificant predictors of math for females.

Research question 3 stated: Is emotional intelligence a contributor of the Black-White achievement gap? After analysis of race differences in the relationship between emotional intelligence and academic success, there was only a slight difference between Black students and White students. A slight difference in the relationship between emotional intelligence and academic success between Black and White students is not substantial enough to support it as a contributor to the Black-White achievement gap.

Conclusions

Significant relationships were found between emotional intelligence and academic success as measured by MCT reading, language, and math scores; therefore, the hypothesis was supported. No analysis was conducted for Hypothesis 2 as a result of lack of information in discipline referrals. There was a slight difference in race and a
Table 11

**Beta Weight Differences in Emotional Intelligence Related to Language Scores for Gender**

<table>
<thead>
<tr>
<th>El Factors</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>-.003</td>
<td>.983</td>
<td>-.342</td>
<td>.064</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>.387</td>
<td>.067</td>
<td>.590</td>
<td>.015</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>-.281</td>
<td>.110</td>
<td>.049</td>
<td>.761</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>.019</td>
<td>.930</td>
<td>.052</td>
<td>.775</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>.200</td>
<td>.415</td>
<td>-.065</td>
<td>.750</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>.107</td>
<td>.591</td>
<td>-.329</td>
<td>.132</td>
</tr>
<tr>
<td>R square</td>
<td>.351</td>
<td></td>
<td>.284</td>
<td></td>
</tr>
</tbody>
</table>

Table 12

**Beta Weight Differences in Emotional Intelligence Related to Math Scores for Gender**

<table>
<thead>
<tr>
<th>El Factors</th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intrapersonal</td>
<td>-.200</td>
<td>.256</td>
<td>-.435</td>
<td>.009</td>
</tr>
<tr>
<td>2. Interpersonal</td>
<td>.212</td>
<td>.336</td>
<td>.643</td>
<td>.003</td>
</tr>
<tr>
<td>3. Stress Management</td>
<td>-.092</td>
<td>.617</td>
<td>.159</td>
<td>.267</td>
</tr>
<tr>
<td>5. Adaptability</td>
<td>-.106</td>
<td>.648</td>
<td>.064</td>
<td>.681</td>
</tr>
<tr>
<td>7. General Mood</td>
<td>.299</td>
<td>.257</td>
<td>-.077</td>
<td>.648</td>
</tr>
<tr>
<td>8. Positive Impression</td>
<td>.216</td>
<td>.311</td>
<td>-.579</td>
<td>.003</td>
</tr>
<tr>
<td>R square</td>
<td>.265</td>
<td></td>
<td>.487</td>
<td></td>
</tr>
</tbody>
</table>

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difference in gender relative to the relationship between emotional intelligence and academic success as measured by MCT scores.

Whereas one approach to this analysis would have been to include race and gender as predictors, this inclusion is not of interest to the researcher because:

1. The sample size is small.
2. The combination of the two predictors of race and gender as related to the relationship between emotional intelligence and academic success would not yield an effect on reading, language, or math scores.
3. The relationship between race, gender, and achievement combined is not a goal for this study.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study is to help fill a gap in the research literature concerning whether there is a relationship between emotional intelligence and school success among students in an elementary school setting. Success in elementary school has been measured using MCT scores in reading, language, and math, as well as discipline reports. Despite extensive research in areas of emotional, educational, and behavioral functioning, few studies have investigated these factors in an elementary learning environment.

The findings of the research suggest that there is a significant relationship between emotional intelligence and academic success. Differences in the relationship between emotional intelligence and academic success were then found based on race and gender. The analysis only showed a slight difference in the relationship between emotional intelligence and academic success relative to race; therefore, emotional intelligence was not found to be a sufficient component of the Black-White achievement gap relative to MCT reading, language, and math scores.

Discussion

The Relationship Between Emotional Intelligence and Academic Achievement

Analysis of the data indicated a relationship between certain emotional intelligence subscales and MCT scores. A moderate to strong correlation was shown between emotional intelligence scores and standardized test scores. These correlations give significant evidence toward the relationship between emotional intelligence and academic achievement. Specifically, intrapersonal intelligence was found to be a negative
statistically significant predictor for reading achievement. The higher the intrapersonal intelligence scores among students, the lower their reading scores. None of the other emotional intelligence subscale (interpersonal, stress management, adaptability, general mood, and positive impression) were found as statistically significant predictors of reading achievement. Interpersonal intelligence was found to be a positive statistically significant predictor of language achievement. The higher the interpersonal intelligence of students, the higher their language scores. Subscales of intrapersonal, stress management, adaptability, general mood, and positive impression were found to be statistically nonsignificant predictors. For math scores, intrapersonal intelligence was found to be a negative predictor while interpersonal intelligence was found to be a positive predictor. The higher the students’ intrapersonal intelligence, the lower their math scores. The higher their interpersonal intelligence, the higher their math scores. Subscales of stress management, adaptability, general mood, and positive impression were found to be statistically nonsignificant.

It is not surprising that intrapersonal and interpersonal intelligence were identified as the two main factors in student achievement (Gardner, 1993; Mayer & Salovey, 1993; Salovey & Mayer, 1990). Specifically, intrapersonal intelligence being a negative statistically significant predictor of reading and math achievement among students indicates that these students are able to recognize their need for better achievement in these areas, but may keep the expression of this need to themselves and not communicate it to teachers or parents for tutoring, extra practice, or any additional help that may better their achievement scores. With this in mind, there is a possibility that high intrapersonal intelligence may distract the student’s focus or concentration on reading and math.
activities while adversely affecting reading and math performance. On the other hand, interpersonal intelligence was identified as a positive predictor of language and math scores. Students with strong interpersonal intelligence may be more capable of achieving higher language and math scores because they are better able to listen carefully and understand various concepts and acquisition skills. They are also better able to express their misunderstanding of various concepts and skills and seek immediate help.

The Relationship Between Discipline Referrals and Emotional Intelligence

The data for discipline referrals were extremely limited. None of the 76 students in the sample were recipients of discipline referral; therefore, this relationship was not analyzed. A larger sample would be required to yield statistically significant numbers of discipline referrals to perform a correlative analysis of a possible relationship with emotional intelligence.

Race Differences, Gender Differences, and the Black-White Achievement Gap

No substantial difference was found concerning the relationship between emotional intelligence and academic success based on race. This relationship only differed slightly between Black and White students, which showed that the relationship between emotional intelligence and academic success is not a substantial contributor to the Black-White achievement gap.

Although there was only a slight difference between Black and White students when considering the relationship between emotional intelligence and academic success, significant predictors of the emotional intelligence subscales show various directional correlations that identify specific differences between races that may constitute an achievement gap. When considering the reading achievement of Black students, the
significant predictors were intrapersonal intelligence and general mood. The higher the intrapersonal intelligence scores for Black students, the lower the reading score. The higher the general mood scores for Black students, the higher the reading scores. There were no significant predictors of emotional intelligence for reading score among White students.

When considering the language achievement of Black students, significant predictors of intrapersonal and interpersonal intelligence were identified. The higher the intrapersonal intelligence scores of Black students, the lower the language score. The higher the interpersonal score of Black students, the higher the language scores. There were no significant predictors of emotional intelligence for language scores among White students.

Relative to math scores among Black students were significant predictors of intrapersonal and interpersonal intelligence. The higher the intrapersonal score among Black students, the lower the math score. The higher the interpersonal score among Black students, the higher the math score. There were no significant predictors for White students.

Overall, intrapersonal intelligence was identified as a negative predictor for MCT reading, language, and math scores among Black students. Interpersonal intelligence was identified as a positive predictor of MCT reading, language, and math scores. General mood was identified as a positive predictor of MCT reading scores. Although there were some strong contributors in the relationship between emotional intelligence and academic success for White students, as identified by beta weights, none of the contributors showed
to be statistically significant; therefore, there were no statistically significant predictors of emotional intelligence for MCT reading, language, or math scores for White students.

When considering gender differences, males had no statistically significant predictors of the emotional intelligence subscales to reading, language, or math scores. The statistically significant predictor for female students in reading achievement was intrapersonal intelligence. The higher the intrapersonal intelligence for females, the lower their reading scores. In language, interpersonal intelligence was found to be a positive statistically significant predictor; therefore, the higher the interpersonal intelligence, the higher the language score among females. In math, intrapersonal intelligence was found to be a negative predictor, while interpersonal intelligence was found to be a positive predictor of math scores. As a result, the higher the intrapersonal scores of females, the lower their math scores. The higher the interpersonal scores for females, the higher their math scores.

Areas of higher education and business have always faced the challenge of promoting math-related professions among females. This study indicates that promotional activities and teaching methods that lend strong interpersonal appeal may encourage more females to pursue math-related professions.

Limitations

One limitation of this study is the use of MCT scores as the most accurate measure of academic achievement. As a standardized testing measure, the MCT is not a true predictor of academic achievement or overall academic success (Marshak, 2003). The MCT is only used to judge the performance level or achievement of the school as a whole while neglecting the individual needs of the student as a whole (Marshak, 2003).
The combination of standardized test scores and semester report card grades may be used as a more accurate measure of academic achievement as opposed to standardized testing scores. This is especially true for studies of emotional intelligence. One must realize that schools do not send MCT scores home to determine whether or not a student will pass or fail a class or a grade level. The history of a student’s MCT scores has no bearing on a student making the honor roll, participating in gifted and talented programs, having a learning disability, or the basis of a parent-teacher conference. Report card grades identify the individual achievement assessments and needs of the student. These grades, although a more subjective measure, reflect the overall performance of the student as assessed through consistent performance and observation. Standardized test scores in addition to grades on the report card are undoubtedly a better measure of academic achievement.

The second limitation of this study is the lack of discipline referrals. After careful review of discipline reports, no discipline reports were filed for students who completed the emotional intelligence measure. This lack of data precluded an assessment of the possible relationship between emotional intelligence and behavior.

There may be a variety of reasons associated with the lack of discipline referrals. One is that there is a history of very few discipline problems officially reported to the main office. Second, teachers may have decided to handle many issues of misconduct in the confines of their classroom as opposed to sending the student to the office for disciplinary action.

The last two limitations of this study are its small sample size and the use of only one school. A larger sample size as well as the inclusion of more than one school might
yield greater indications toward emotional intelligence relationships to academic achievement, behavior, race, and gender.

Implications for Educational and Social Change

In light of a nation-wide movement to improve the academic performance and behavior of students, the need for this study to investigate how the overall emotional state of the student contributes to his or her success in school and overall development has become more and more important. The construct of emotional intelligence not only offers an educational and developmental focal point, but also the opportunity to address deficits in the community that would assist in the treatment and possible prevention of actions that impede academic and emotional intelligence. As a result of this study and previous studies investigating the concept of emotional intelligence, implications for change have been identified for educational and social change.

The future depends on advances in education in school learning institutions, as well as community-based and national civic organizations such as the Boys and Girls Club, the Boy and Girl Scouts, the Character Education Partnership, and many others. Services in these institutions should be dramatically improved relative to their lack in collaborative, complimentary, and supplementary efforts so that more students become intellectually efficient. Many times, one institution does not look to the other for aid because they are perplexed by operational differences. It is pertinent to the welfare of all learning institutions that they are able to work together for the academic and emotional welfare of the student.

This study expands upon the empirical research that shows that intellect is inclusive to both academic achievement and emotional intelligence. This means that
academic principles of achievement, addressed mostly in the school system, as well as emotional principles of development, addressed commonly among community-based and national civic organizations must coincide to enhance the true intellect of the student. Essentially, educational success is best expressed through knowledge-based intellect. Developmental progress is best expressed through emotional intelligence. The foundation for advances in educational and social culture is to apply importance toward both types of intelligence.

Since schools, community organizations, and national civic organizations are filled with the nation’s children, service deficiencies have serious consequences academically, emotionally, politically, economically, socially, and culturally. Essential to the livelihood of students is that schools and surrounding organizations respectfully coexist as partners in both educational and emotional realms without losing individual identity. Schools, community-based, and national civic organizations should combine forces, in respect of their differences, and focus on what makes them similar in their attempts toward the betterment of students as well as adults. For example, emotional development in the school coincides with a variety of character education principles emphasized in after-school programs and civic organizations. Cruz’s (2004) study of emotional intelligence suggests that various facets of attitude and behavior are associated with emotional intelligence abilities, especially those that involve intrapersonal and interpersonal factors. In relation to Cruz’s study, this study shows that intrapersonal and interpersonal intelligence are also significant predictors in the achievement of reading, language, and math.
This study and previous studies of this nature make clear that both academic and emotional intelligence principles improve student progress (Becker & Luthar, 2002). Though addressed by similar factors and goals, the principles are merely divided by conceptual identity. Individually, schools, community-based, and national civic organizations are able to fulfill a capacity of academic learning and emotional intelligence efficient enough to fulfill the needs of students. All of these entities must be used as complimentary resources of change for youth in their academic and emotional development.

Schools, community-based, and national civic organizations must seek to improve education through research, policy analysis, and the development of responsible alternatives to existing policies and practices. This includes, but is not limited to, class instruction, research-based teaching models, program development, and community development catered toward academic achievement and emotional intelligence. These entities must work together to promote a competitive educational and developmental industry that addresses common academic and emotional development problems that may contribute to the Black-White achievement gap. For example, various aspects of the media and the environment promoted by African Americans and other ethnic groups, such as music lyrics, media images, and celebrity images, tend to control the thinking of today’s young generation by masking the importance of academic and emotional intellect. This is done by the distortion of self-image, the discouragement of personal and academic potential, and the creation of deficient attitudes and expectations toward African-American educational advancement, emotional enhancement, and the true integrity of African-American culture. Each image of academic and emotional deficiency leads to an
apathetic life of misinterpretation of African-American society as well as lack of intellect, maturity, character, integrity, resilience, life-long learning, self-satisfaction, and individual prosperity. It is time for schools, community-based, and national civic organizations to use their authority to invest in improving the quality of the student experience so that students are molded to be the exceptional leaders who possess the authority, knowledge tools, and emotional skills needed to promote positive change among cultural and national communities.

Although not identified by this study, the role of schools, community-based, and national civic organizations in aiding students with academic and emotional deficiencies through the expansion of research should become increasingly important in an attempt to narrow the Black-White achievement gap. Provisions for effective after-school and weekend academic and developmental programs that give students of all grade levels, especially African-Americans students, the opportunity to become advanced academically and emotionally will result in knowledge-based, insightful students who practice tolerance, leadership, and resiliency. These are also students who will exceed average expectations, will qualify for quality jobs, will be emotionally intelligent and insightful in their decision-making, and will be effective, caring leaders seeking individual enhancement and economic prosperity.

If schools, community-based, and national civic organizations are to have a complete understanding of how to serve the needs of African-American students who have fallen within the ridges of the Black-White achievement gap, data should be collected as to effective practices that cater to a new generation of students who must exceed new and challenging expectations. The workplace of tomorrow will be quite
different from today’s. New jobs will require markedly different and higher competencies while existing jobs will be evolved and require different behaviors and job skills. Simple jobs will become “high performance” jobs that will require emotionally intelligent workers who are able to reason through complex processes rather than follow instructions or do step-by-step tasks.

In the global economy, business and industry will set up operations where costs are lowest. The United States has already moved its industries to countries with lower wages. Sustaining America’s future and the future of African-American students will depend on innovations in knowledge-based, faith-based, and civic industries that are in the business of developing a more productive workforce operating by enhanced intellectual ability. Brainpower and emotional intellect that is advanced in schools, community-based, and national civic organizations among African Americans will multiply individual productivity to compensate for higher wages and help retain global competitiveness. The schools, community-based, and national civic organizations must realize that America may be a long way from developing the broad base of African-American highly skilled workers who are needed to compete in this age and must take on the challenge of rectifying this discrepancy by taking on the responsibility of raising intellectual attainment of the academic and emotional nature. This challenge exists as one of the antidotes in narrowing the Black-White achievement gap.

School-based Recommendations

It is pertinent to the educational vision of school districts to provide a continuum of services ranging from administrative services, such as management, leadership training, and professional development, to educational services such as curriculum
development, after-school programming, teacher-student assessment, cultural education training, and school improvement planning that focuses on the relationship between academic achievement and emotional intelligence. Districts should also aid teachers, students, school leaders, and families by providing new resources with educational and organizational vision and expertise that is beyond the parameters of the school campus. The district should work closely with, and help shape, the major systems that impact at-risk youth and families in the community and state. This means being actively involved in such diverse areas as mental health, juvenile justice, emotional development, education, college preparation, and work readiness.

School districts should maintain momentum in efforts to address the leadership and intellectual needs of all students through research, expertise, guidance counseling, supplemental educational services, and programming. Supplemental services and developmental counseling may be offered to parents. Overall, the district should promote "whole school education" and individualized services in order to provide a foundation for prosperity, excellence, and integrity.

Objectives of this vision are as follows: provide "whole school" services in public schools and to school leaders who have a history of underperformance, are targets of "No Child Left Behind," or are in need of effective school improvement planning; develop and implement a research-based educational curriculum based on theories of multiple intelligence (Gardner, 1993), school culture, leadership enhancement, academic achievement, and emotional development; enroll at-risk youth in supplemental educational services and after-school programming in collaboration with the civic
community; and provide educational resources, financial planning, and developmental counseling to parents.

The school district should be a foundation for the bridge that mends the academic achievement and emotional development gap among at-risk youth through innovative curriculum, specialized programming, tutoring services, parent counseling, and supplemental educational services that are collaborative with community-based institutions and national civic organizations. These services work together to enhance the structure and culture of the public school system as well as strengthen the capabilities of at-risk youth in all areas of academia, leadership, and development.

Services provided by this district should include the following:

1. District Help Center - Provides counseling services, tutoring services, and programming by school and community officials to school districts, schools; provides counseling services to parents and students seeking college financial planning and assistance, educational counseling, and emotional developmental counseling; online tutoring; and supplemental services.

2. District Research Center - Publishes a newsletter addressing current issues, studies, and strategies concerning education, leadership, emotional development, and college preparation needs of at-risk youth; provides research reports, workshops, and on-site training to governmental agencies, foundation organizations, school personnel, and teachers; and provides conferences and training focusing on organizational leadership, school improvement, diversity and change, individualized learning, strategic planning, team and faculty assessment, and team building. The knowledge acquired by the newsletter, training, and conferences will aid in the development of professional
communities that involve leadership teams of teachers, community leaders, school leaders, stakeholders, and parents in the development and implementation of school improvement and strategic action plans with respective faculties.

3. District Learning Center - Provides enrollment to supplemental services and programs for students and parents within the school and the community. Program areas for students may include specialty area evaluation and placement, innovative programming, individualized tutoring services, SAT and ACT preparation, GED, and college preparatory services. Guidance counseling (educational and emotional development) may be offered by phone, the Internet, or face-to-face interaction. Tutoring services may also be offered online. Program areas for parents and adults include guidance counseling and educational services as well as GED preparation and testing and job referrals.

School districts must provide students, parents, and other adults with a full range of educational and emotional development services that are inclusive to community-based services. The district should deal with educational and developmental issues through consultation, leadership training, school improvement planning, tutoring, counseling, college preparation, and financial planning and assistance. The district should also provide preventive services for such issues as delinquency, delayed education, and unemployment among parents. Districts should strive to uphold the following values: providing quality services to all clients, regardless of age, sex, race, color, religion, national origin, sexual orientation, mental or physical disabilities, or ability to pay for services; showing sensitivity and caring; being accountable and responsive; pursuing
professional excellence; offering a fulfilling work experience and professional
development for its employees.

Recommendations for Community-based and National Civic Organizations

Educational initiatives in community-based and national civic organizations
should focus on a diversified system of intellect that includes knowledge-based and
emotional intelligence. When considering community and national civic organizations as
centers for educational enhancement, one may find that the greatest problems in its
educational initiatives are that it lacks the structure and knowledge needed in its
instructional practices to compliment the efforts of public school systems as well as the
emotional development of the student. Unfortunately, curriculum in many community and
civic facilities are without appropriate development and are derived from the thoughts
and ideas of men and women who feel as if they have the answer to the way in which
educational and emotional enhancement should be developed, but lack the knowledge or
expertise.

It is pertinent that community and national civic organizational program areas of
academic and emotional development are well structured and effective as youth continue
in their life-long goals. According to Orr (2001), emotional intelligence is all about the
capacity of recognizing individual feelings and the feelings of others while motivating
and managing emotions in relationships. This is consistent with many of the goals of
community and national civic organizations. Although emotional intelligence is not a
replacement for spiritual remedy, mental health intervention, or character education
development, it is complementary in its factors (Orr, 2001). For example, Salovey and
Mayer (1990) suggested that the five emotional and social competencies are:
1. Self-awareness - knowing what we are feeling at a particular moment and using these preferences to guide decision making while having a realistic assessment of our own abilities and a well grounded sense of self-confidence.

2. Self-regulation - handling emotions so that they facilitate as opposed to interfering with daily tasks; being conscientious; and recovering well from emotional distress.

3. Motivation - using our deepest preference to move and to guide us toward goals, to help us take initiative and strive to improve ourselves, delaying gratification to pursue goals, and to persevere in the face of setbacks and frustrations.

4. Empathy - sensing what people are feeling, being able to consider and understand their perspective, and cultivating rapport and attunement with diverse populations.

5. Social skills - handling emotions in relationships well an accurately reading situations and networks; interacting smoothly; and using these skills to persuade and lead, negotiate, and settle disputes for cooperation and teamwork. (Salovey & Mayer, 1990, p. 6)

Relative to these factors of emotional intelligence, community, and national civic organizations emphasize the importance of self-control, emotion management, proper motivation, and relations competence (Orr, 2001).

Cruz (2004) suggested that community and national civic organizations can benefit from utilizing the emotional intelligence framework in creating psycho-
educational interventions geared toward fostering positive social and emotional skills. In order to do so, there should be intentional strategies that take lack of emotional intelligence among individuals as a serious problem and sets up a structure that facilitates emotional wholeness (Orr, 2001). Relevant to this fact is the need for initiatives that foster a learning community of professionals and promote the advancement of students both academically and emotionally.

**Collaboration of Schools, Community-based Organizations, and National Civic Organizations**

Through a collaboration of school officials, community leaders, educational professionals, and civic leaders, all learning institutions are able to receive training complimentary to effective practices in their educational and developmental endeavors.

The learning community may be fostered through partnership between all organizations with the mission of strengthening the academic achievement and optimal developmental progress of youth to develop life-long leaders who have access to the proper knowledge and skills needed to be productive citizens. A learning community may be defined as a large group of people with the capacity of learning through the implementation of society activity, social networks, and community-based teaching (Duke, 2004). It creates a climate by which community leaders, school officials, civic leaders, and stakeholders are better able to learn based on each institution's academic and developmental initiatives and experience base. As a result, students are provided with leadership workshops, peer education training, scholarships, mentorships, conferences, educational opportunities, and emotional enhancement skills that supplement high school instruction and college instruction.
Particular to the goals of the learning community is to address concepts of cultural experience, diversity, tolerance, and intellect by integrating educational and developmental curriculum and programming. The learning community should seek to solve four main problems: research deficiencies, financial support, curriculum and program structure, and professional development relative to academic achievement and emotional intelligence among students, teachers, and administrators. Focal points for the learning community may include the inclusion of diversity in the development of curriculum and programming concerning the relationship between academic success and emotional development leading to effective models of theory and program development for educational and social enhancement; the development of a grant search committee within the learning community to further the financial support of academic and emotional development initiatives for both parties; and the discussion and implementation of initiatives and programming that incorporates academic and emotional intellect.

Strange (2004) suggested that the entering university class of 2000 began as a group like none other. This group is considered the millennial group because of their perception of being more affluent, better educated, and more ethnically diverse. Strange (2004) marked this as the beginning of a manifest array of positive social habits that may be enhanced through the positive reinforcement of a learning community of school, community, and civic leaders with a focus on enhancing academic achievement, emotional intellect, and spirituality. Enhanced programming of this nature will encourage the millennial generation and generations after to “recast the image from downbeat and alienated students to upbeat and engaged students” (p. 21). This results in optimistic and cooperative team players who are accepting of authority, are rule followers, and possess
advanced critical thinking skills. Having been nurtured by a collective sense of community and enhancement programming, Strange (2004) considered the millennial group as the watch-over generation because they have the potential for higher intelligence, skill, and knowledge application.

The learning community will contribute to a better understanding of how the learning, growth, and development of youth are positively altered by an innovation in academic and emotional development programming. Collaboration between school, community, and civic leaders also presents a new portrayal of the learning community while reshaping the design and delivery of services to diverse populations. The learning community base will also aid and supplement each entity in their educational goals, leadership skills, and social enhancement while simultaneously encouraging and offering new and innovative opportunities through schools, community centers, and national civic organizations.

It is important to note that one of the best ways to aid students in their educational and emotional development is to address pertinent real-world issues through the application of knowledge using workshops, programs, and other initiatives that supplement personal experience and create men and women of intellect, service, tolerance, and authority, thus satisfying the yearning for deeper meaning and higher purpose that is beyond measure. The learning community will provide this opportunity while investing in more profitable school, community, and national civic initiatives in which students honor differentiation, team building, subjectivity, and community.

Today’s world is one in which intellectual development of the academic and emotional nature abounds, but accessing these services to enhance these skills is more
challenging than at any other time in history. The learning community will provide exceptional and innovative services that will enable students to be educationally sound, craft informed decisions, make better decisions, and be better prepared for more advanced jobs and educational opportunities.

School, community, and national civic organizations stand at the threshold of innovation. These entities are among the oldest and strongest institutions in the world; therefore, all of these institutions may be used to address academic and emotional needs, especially among African-American students. Schools, community, and national civic organizations must use their authority and resources to train future leaders. Families, parents, school officials, and community leaders have seen many failing outcomes of students who have the potential of advancement if they only had the proper resources and training to enhance their academic and emotional capabilities, and they are ready for a social movement of positive change. The combined intellectual development of academics and emotion is crucial, and the school as well as community and national civic organizations should play a strong role in mending the barriers that seek to divide them in aiding students in their educational endeavors while becoming exceptional members of society.

Recommendations for Future Research

This study shows a clear relationship between academic achievement and emotional intelligence. As children grow older, it is their emotional intelligence that will help them to succeed throughout their secondary and college career. Emotion is an element of intelligence that has the potential to improve within students to help them persevere and remain resilient despite possible racial boundaries, gender boundaries,
environment, media influence, or negative peer influence. Schools, faith-based organizations, and civic organizations have the ability to enhance the emotional intelligence of students who will then have a positive impact on the local and global community.

The results of this study point to various areas that warrant attention in future research. These research areas are listed below:

1. Expansion of research making racial and gender comparisons in emotional intelligence.

2. The possible relationship between the emotional intelligence of teacher and student achievement and behavior.

3. The possible relationship between emotional intelligence and behaviors in schools as measured by discipline referrals.


5. A workable model of incorporating emotional intelligence instruction into daily operations of schools, faith-based organizations, and civic organizations.

As research expands toward the relative importance of emotional intelligence to children, it is essential that efforts are made toward applying the findings of this study and other studies to advance the individual and the world around them. As the public as well as the government places high demands on school systems, investigating the extent to which initiatives in schools, faith-based, and civic organizations may influence the success of students is certainly worthy of further investigation and application in the classroom and program initiatives.
February 23, 2007

Dear Superintendent,

I need your help. In order to contribute to the effective preparation of our future students, I would like permission to conduct a study within your school district on the relationship of emotional intelligence and academic success.

As a graduate student at The University of Southern Mississippi, I am conducting this study as part of the developing interest that I have in emotional intelligence and how it may contribute to the Black-White achievement gap. With your permission and the permission of the university's Institutional Review Board, I would like to examine student discipline and academic achievement records as well as administer an emotional intelligence scale. The purpose of the study is to examine a measure of emotional intelligence as it relates to traditional academic success and behavior may be linked to positive student outcomes. Responses will be kept secure by the researchers. I anticipate that the test can be completed with a modest investment of approximately 30 minutes. Responses will benefit not only my research objectives, but may aid in improving future policies and program development related to academic achievement and discipline.

All students in second through fourth grades are invited to participate in the study. Each child will be allowed to participate only if parents sign a consent form indicating approval and if your child agrees to participate. Participants, nor the school district, will be identified by name and responses will be kept confidential. If you should agree to participate, information from the study will be provided to the district. There is, of course, no penalty for not participating.

If you have any questions about this study, you may contact Cynthia Parnell at 601.410.4406 or at cynthiausm@yahoo.com.

Again, thank you for your willingness to gather this important information so that we may be of greater service to schools, school administrators, teachers, and communities.

Sincerely,

Cynthia Parnell
February 1, 2007

Dear Parent/Guardian,

I need your help. In order to contribute to the effective preparation of our future students, I would like permission for your child to participate in a study being conducted at Waynesboro Elementary School.

As a graduate student at The University of Southern Mississippi, I am conducting this study due to my developing interest in emotional intelligence and how it may contribute to academic achievement and better behavior in school. With your permission and the permission of the university’s Institutional Review Board, I would like your child to answer a series of items on emotional intelligence. The purpose of the study is to examine emotional intelligence to determine whether or not it is related to academic success and behavior linked to positive student outcomes. Responses will aid in future school improvement policies and program development related to academic achievement and discipline for the benefit of your child.

All students in second through fourth grades are invited to participate in the study. Your child will be allowed to participate only if you sign below and if your child agrees to participate. It should only take 30 minutes for your child to complete the study. Participants will not be identified by name and responses will be kept confidential. There is, of course, no penalty for not participating.

If you have any questions about this study, you may contact Cynthia Parnell at 601.410.4406 or at cynthiausm@yahoo.com. Overall results of this study will be available to you upon request. Again, thank you for your willingness to help me gather this important information so that I may in turn be of greater service to schools, school administrators, teachers, students, and communities.

Sincerely,

Cynthia Parnell

Yes, I consent to have my child_______________________________

Name of Student

participate in the emotional intelligence study.

Signature of Parent/Guardian
APPENDIX C

STUDENT ASSENT FORM

February 15, 2007

I would like to participate in this activity.

________________________________________
Signature of Student
HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.

Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 27041706
PROJECT TITLE: Emotional Intelligence, School Success, and the Black - White Achievement Gap
PROPOSED PROJECT DATES: 03/06/07 to 03/06/08
PROJECT TYPE: New Project
PRINCIPAL INVESTIGATORS: Cynthia Parnell
COLLEGE/DIVISION: College of Education & Psychology
DEPARTMENT: Educational Leadership & Research
FUNDING AGENCY: N/A
HSPRC COMMITTEE ACTION: Expedited Review Approval
PERIOD OF APPROVAL: 04/17/07 to 04/16/08

Lawrence A. Hosman, Ph.D.
HSPRC Chair
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