

# **Examining the Relationship between Emotional Intelligence, Cultural Intelligence, and Teacher Candidates' Self-Efficacy in Delivering Culturally Responsive Teaching Practices**



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## ABSTRACT

The purpose of this study was to inform our teacher preparation program in ways that increase teacher candidates' self-efficacy in meeting the academic and SEL needs of diverse children. Our research questions were:

- 1) How do University of Delaware's early childhood education teacher candidates' level of cultural intelligence, emotional intelligence, and self-efficacy in using culturally responsive practices compare to those of practicing teachers as documented in the research literature?
- 2) Do early childhood education teacher candidates' cultural intelligence and emotional intelligence predict their self-efficacy in delivering social emotional learning instruction and their outcome expectancies for using culturally responsive practices in the classroom during placements and student teaching experiences?

Forty-five juniors and seniors in the early childhood education program at the University of Delaware completed a survey that examined their demographic information, emotional and cultural intelligence, their outcome expectancies from engaging in culturally responsive teaching and their efficacy in delivering social emotional learning instruction. Data were analyzed using multiple regression analyses. The results suggested that teacher candidates' level of emotional intelligence did not relate to their SEL beliefs (i.e., comfort and commitment to engaging in SEL). Similarly teacher candidates' level of cultural intelligence did not influence their expectations of outcomes related to engaging in culturally responsive teaching. As research expands in the areas of cultural and emotional intelligence in teachers and teacher candidates grows, the authors encourage further exploration of the relationships between teacher skillsets and practice to inform the creation of course content, professional development, and coaching opportunities to support teacher candidates in their attainment of skills needed to support all students in their classrooms.

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## EXAMINING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, CULTURAL INTELLIGENCE, AND TEACHER CANDIDATES' SELF-EFFICACY IN DELIVERING CULTURALLY RESPONSIVE TEACHING PRACTICES

### INTRODUCTION

During the 2016-2017 and 2017-2018 school years, 68 teacher candidates graduated from the Human Development and Family Sciences' early childhood education (ECE) program at the University of Delaware. Of those graduates, nearly half (46%) went to work in school settings that serve a majority racial and ethnic minority population. Research has confirmed that highly effective teaching includes promoting students' social and emotional well-being in addition to meeting students' academic needs, and this is particularly important for students from racially and culturally diverse backgrounds (Paris & Alim, 2014; Gay, 2010; Ladson-Billings, 1994). However, a 2017 survey conducted by the Rodel Foundation found that teacher lack a sense of self-efficacy in supporting students' social and emotional needs due to a need for more training in social emotional learning (SEL; Rodel Foundation of Delaware, 2017). For educators working in culturally diverse settings, supporting SEL needs becomes an even greater challenge given the centrality of culture in the way emotions are expressed and interpreted and a lack of cultural synchronization between teachers and students of different racial and ethnic backgrounds (Irvine, 1990). The results associated with not meeting student SEL needs within culturally diverse classroom settings are deleterious and complicit in race-based disproportionality in school discipline policies and practices (Gregory, Skiba, & Noguera, 2010), in special education placement (Codrington & Fairchild, 2010) and in low teacher expectations (Neal, McCray, Webb-Johnson, & Bridgest, 2003). In response to these pervasive trends, culturally responsive teaching practices have been theorized and developed as a promising approach to meeting diverse students' SEL needs and bolstering student learning and achievement (Barnes, 2019).

### STUDY PURPOSE

To deliver SEL effectively using culturally responsive practices, teachers must draw from skillsets associated with emotional intelligence and cultural intelligence (see Figure 1; Barnes, forthcoming). Fortunately, these skillsets can be taught and there are measures to assess areas of need to support individual's attainment of these skills. In this study, we examined ECE teacher candidates'

emotional intelligence, cultural intelligence, and teacher self-efficacy in using culturally responsive practices. The purpose of this study was to inform our teacher preparation program in ways that increase teacher candidates' self-efficacy in meeting the academic and SEL needs of diverse children. Examining teacher candidates' self-efficacy in using culturally responsive practices will give us insight into how prepared our teacher candidates feel they are to use these practices, which can inform the way we support them in their teacher education program. Moreover, their self-efficacy in providing instruction is positively related to teaching performance (Caprara, Barbaranelli, Steca, & Malone, 2006).

This study sought to benefit UD's teacher preparation program by providing data on how efficacious UD's ECE teacher candidates perceived themselves to be regarding their ability to implement culturally responsive practices in the classroom. Moreover, we felt the program would gain information on candidates' levels of cultural and emotional intelligence. In both cases, this "intelligence" signifies skillsets that can be taught to candidates. UD faculty members and instructors can use data from this study for targeted instruction. Given that 46% of ECE graduates teacher in classrooms serving primarily diverse students, this work aligns with the Center for the Study of Diversity's mission of facilitating dialogues about ways UD faculty and instructors can support our teacher candidates in having a positive social and academic impact on young children from diverse populations. By examining self-efficacy in culturally responsive practices and skillsets, we can position UD faculty to equip our teacher candidates with the skills necessary to: (a) serve pupils from diverse backgrounds, (b) challenge and address systemic inequities in their prospective classrooms, and (c) promote equity education for historically underserved pupils.

#### [SOCIAL EMOTIONAL LEARNING & CULTURALLY RESPONSIVE PEGAGOGY](#)

SEL is the process used by individuals to acquire and successfully apply the knowledge, skills, and attitudes to support the understanding and management of emotions, set and achieve constructive goals, be empathetic toward others, establish and maintain positive relationships, and make responsible decisions (Collaborative for Academic and Social Emotional Learning, 2015). In recent years, there has been much research on using social-emotional competencies to support student success. Relatedly, educators in the K-12 setting have expressed that they see value in and have an interest in using SEL to support their students' success (Bridgeland, Bruce, & Hariharan, 2013). As K-12 schools work to adopt, create, and modify their current SEL curricula, challenges with bridging research to practice must be considered. One of the challenges is ensuring that SEL

instruction is presented in a culturally-responsive manner to ensure that the curriculum incorporates the experiences of students from diverse backgrounds.

To truly support the SEL development of students from culturally diverse backgrounds, there is a need for a paradigm shift that not only focuses on the challenges faced by students, but also on the strengths and resilience factors of each student (Dowdy et al., 2015). One method to shift this paradigm is to employ culturally responsive pedagogy in SEL instruction. We utilize Gay's (2000; 2002) definition of culturally responsive teaching to describe the use of culturally responsive pedagogy in SEL, which states that culturally responsive teaching is the use of cultural characteristics, experiences, and perspectives of students of color as channels for teaching students more effectively. The premise for culturally responsive teaching is to situate academic knowledge within the lived experiences and frames of reference of students to make learning more personally meaningful, increase interest in the academic topic, and support the ease and thoroughness of learning (Gay, 2002). We expand on the notion of situating knowledge within the realm of student interests and lived experiences by incorporating Paris's (2012) call for educators to support children and youth in sustaining the competence of their communities while also gaining access to the majority culture. Thus, we define the use of culturally responsive teaching in SEL instruction as reinforcing and teaching expressions of social and emotional competencies important in the majority culture (i.e., understanding and management of emotions, setting and achieving constructive goals, empathy toward others, establishing and maintaining positive relationships, and making responsible decisions) by utilizing the lived experiences and frames of reference of students to make SEL more personally meaningful and support learning of social and emotional competencies. This definition suggests that to effectively deliver SEL instruction using culturally responsive pedagogy, educators need to have both emotional and cultural competence.

#### SELF-EFFICACY AND TEACHER PRACTICE

In this project, we test hypotheses about the relationships between the constructs of emotional and cultural competence and their relationships to teaching students SEL. Ideally, we could examine relationships between these constructs in conjunction with teacher candidate observations of SEL instruction. Due to resource limitations, however, we begin by examining the relationship between teacher candidates' emotional and cultural competence, teacher candidates' SEL self-efficacy, and teacher candidates' outcome expectations for engaging in culturally responsive pedagogy.

As part of Bandura's social-cognitive theory, he defined self-efficacy as, "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Research has shown that teacher self-efficacy is an important variable in teacher effectiveness that is consistently related to teacher behaviors and student outcomes (Bray-Clark & Bates, 2003). Within social-cognitive theory, Bandura (1977) also proposed a second type of expectancy belief called outcome expectations. Bandura defined outcome expectations as a person's belief that a given behavior would lead to certain outcomes. It is hypothesized that individuals are less likely to engage in practices that they do not expect to lead to positive outcomes. Therefore, teachers would not engage in instructional practices that they do not anticipate would lead to positive outcomes.

#### RESEARCH QUESTIONS AND HYPOTHESES

Our research questions were:

- 1) How do UD's ECE teacher candidates' level of cultural intelligence, emotional intelligence, and self-efficacy in delivering SEL instruction and using culturally responsive practices compare to those of practicing teachers as documented in the research literature?
  
- 2) Do ECE teacher candidates' cultural intelligence and emotional intelligence predict their self-efficacy in delivering SEL instruction and their outcome expectancies for using culturally responsive practices in the classroom during placements and student teaching experiences?

We hypothesized that UD's ECE teacher candidate's level of cultural intelligence, emotional intelligence and self-efficacy in engaging in SEL instruction and using culturally responsive practices would be similar to those of practicing teachers since these skillsets are not widely covered as part of teacher preparation programs. We hypothesized that candidate's cultural intelligence and emotional intelligence would predict their self-efficacy in using SEL practices and their outcome expectancies for using culturally responsive practices in the classroom. Specifically, we hypothesized that those with higher levels of cultural and emotional intelligence would have higher rates of self-efficacy and would score higher on outcome expectancies for the use of culturally responsive practices in the classroom.

## METHODS

### SAMPLE

Following IRB approval, students who were juniors and seniors in the Early Childhood Education program at the University of Delaware during the spring and fall semesters of 2018 were recruited to complete our survey. Teacher candidates were informed about the study during their class sessions and through emails. Teacher candidates who were interested in the study emailed the principal investigator (PI), who sent an email with links to the survey. Participants received a gift card for survey participation. A total of 69 participants started the survey, 45 of who provided complete data. The sample demographic characteristics for these 45 participants are provided in Appendix Table 1.

### MEASURES

An online survey was created using the following measures:

**Background information.** Teacher candidates provided demographic information (age, gender, and race/ethnicity), educational background (highest degree completed, current class standing, and whether they received training in CRT practices), and student, classroom, and school characteristics for current school placement (student age/grade level, number of students in class, percentage of students with identified disability, percentage of students who are English Language Learners, percentage of students from racially and ethnically diverse backgrounds, and school area).

**Emotional intelligence.** The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT; Mayer, Salovey, & Caruso, 2002) is an ability-based test designed to measure the four branches of the emotional competence model of Mayer and Salovey (1997). The MSCEIT consists of 141 items that yield a total emotional competence score, two Area scores, and four Branch scores (Mayer et al., 2002). Test takers were asked to (a) perceive the emotions expressed by a face or in designs, (b) generate a mood and solve problems with that mood, (c) define the causes of different emotions, and (d) understand the progression of emotions. General consensus scoring, which involved comparison of responses to a normative sample, was used. The MSCEIT scoring software provided standardized scores, which have a mean of 100 and standard deviation of 15. Researchers have found the MSCEIT tool to have adequate reliability (.86 overall), and to be valid (i.e., face validity, factor structure, discriminant validity, concurrent validity).



**Cultural intelligence.** The Cultural Intelligence Scale (CQS; Van Dyne, Ang, & Koh, 2008) is a 37-item measure of a person's ability to function effectively in culturally diverse situations. The measure is based on Ang and Van Dyne's (2008) conceptualization of cultural competency. All items were averaged to create a total composite score, which had a possible range of 1 to 7, with higher scores indicating greater cultural competency. Researchers have found the tool to be valid (i.e., factor structure, convergent validity, discriminant validity, incremental validity).

**Culturally responsive teaching outcome expectancies.** The Culturally Responsive Teaching Outcome Expectancy (CRTOE; Siwatu, 2007) scale includes 26-items designed to assess teachers' beliefs that engaging in CRT practices will have positive classroom and student outcomes. Participants rate the probability from 0 (entirely uncertain) to 100 (entirely certain) that a targeted behavior will lead to the specified outcome (e.g., "Using culturally familiar examples will make learning new concepts easier."). Participants' responses to all 26 items were summed to generate a total score with higher scores suggesting more beliefs in positive outcomes associated with CRT. Siwatu (2007) found this measure to be reliable and valid ( $\alpha = .95$ ).

**SEL efficacy.** The Teacher SEL Beliefs Scale (Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011) measures beliefs about SEL comfort, which refers to how comfortable a teacher is in implementing SEL (e.g., "I am comfortable providing instruction on social and emotional skills to my students"), and commitment, which refers to a teacher's commitment to improving his or her skills in SEL (e.g., "I want to improve my ability to teach social and emotional skills to students"). Teachers responded to seven items (four measuring comfort and three commitment) on a Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Brackett and colleagues (2011) found acceptable levels of reliability and provided evidence of validity for the scale.

## ANALYSIS

To address our research questions, two multiple regression analyses were performed using the following predictors: cultural intelligence total score and emotional intelligence total score. The first multiple regression investigated whether the named predictors could significantly predict teacher candidates' social emotional learning beliefs. The second multiple regression investigated whether the named predictors could significantly predict teacher candidates' culturally responsive teaching outcome expectancies. Due to the large difference in scales between the emotional

intelligence and cultural intelligence measures, the emotional intelligence total score was transformed to natural logarithmic scales to avoid skewness towards large values. The natural log scale can be interpreted as changes in percentage, and the coefficient estimates was divided by 100 accordingly.

## FINDINGS

Descriptive statistics and intercorrelations for the four focal variables are shown in Tables 1-5. The results of the regression analyses are presented in Tables 5-7. The majority of participants in the study were between the ages of 18 and 22. A majority of the sample, 97.8% identified as female and 82% of the sample was composed of individuals who identified as White or Caucasian. A majority of the students had aspirations to work with children who were preschool-aged to 2<sup>nd</sup> grade. In their current classroom placements, most students were in classrooms with at least one child with an identified disability and one who has an English Language Learner. Forty-one percent of the sample was placed in a classroom in which a majority of the children were from racially and/or ethnically diverse backgrounds. When asked about whether they had received training on culturally responsive teaching practices, 46.7% of students reported that they had, 22% reported that they had not, and 31% were unsure of whether they had received this training. The intercorrelation tables revealed significant correlations between subscales within measures but no significant results across measures.

Table 5 presents the descriptive statistics of the focal variables. All measures had fair (SEL beliefs) to excellent reliability. The mean for cultural intelligence was 4.72. The mean for emotional intelligence was 95.90 which was in the low-average range of emotional intelligence.

### REGRESSION ANALYSIS FINDINGS

In testing the associations between social-emotional learning (SEL) beliefs and the predictor variables (total cultural intelligence and total emotional intelligence), the model explained about 32% variance in the outcome variable and was not significant ( $R^2 = 0.32$ ,  $F(2, 42) = .703$ ,  $p = .50$ ). Similarly, the model testing associations between culturally responsive teaching (CRT) outcome expectancies and emotional and cultural intelligence was not significant and the overall model explained only 5% of the variance in the outcome variable ( $R^2 = 0.05$ ,  $F(2, 42) = 1.15$ ,  $p = .32$ ).

## CONCLUSIONS

Our teacher candidate sample's racial make-up was consistent with national sample of teachers but slightly higher than the national sample for teacher candidates. Most of the teacher candidates reported that their current placement was in a classroom with a diverse student population (i.e., racial, linguistic, and ability). As the nation's student population becomes increasingly diverse, it is imperative that future and current teachers gain culturally responsive pedagogical knowledge to support these children who are from racial, ethnic, and linguistic backgrounds that are different from the majority of teachers'. A majority of our sample, reported either not receiving training on culturally responsive teaching practices or being unsure about whether they had received this training. This is concerning as these students were either in their last year of the program and were currently participating in student teaching or were in their junior year in the program. Further examination of this finding of this program could include reviewing the teacher education program to determine when, where, and how culturally responsive teaching is taught throughout the curriculum. Scholars in multicultural education have argued for systematic infusion of multicultural education throughout the teacher education curriculum (Villegas & Lucas, 2002).

When examining the relationships between teacher candidates' emotional and cultural intelligence and their SEL beliefs and culturally responsive teaching outcome expectancies, the data suggests that there is no relationship between these variables. Specifically, teacher candidates' level of emotional intelligence did not relate to their SEL beliefs (i.e., comfort and commitment to engaging in SEL). Similarly teacher candidates' level of cultural intelligence did not influence their expectations of outcomes related to engaging in culturally responsive teaching. Though disappointing, these results suggest that exploring the relationship between emotional and cultural competence and teaching practice may require direct measure of this relationship or the use of different measures of self-efficacy to explore self-efficacy as a mediator. We anticipate exploring new measures of this relationship in future studies.

## LIMITATIONS

There were several limitations in this study. The first is that our study included a small sample of teacher candidates from one university. We therefore caution the reader in making generalizations from these findings for teacher candidates in other universities. When comparing the demographic statistics of our sample with the larger sample of teacher candidates in institutes of higher

education, our sample included a larger number of participants who identified as White/Caucasian (U.S. Department of Education, 2016). Another study limitation of the study is that we focused on teacher candidates' beliefs and expectations regarding SEL and culturally responsive teaching instead of their practice. While beliefs and expectations are related to practice (Bray-Clark & Bates, 2003), we cannot draw clear conclusions about the relationship between emotional intelligence, cultural intelligence, and teaching practice without examining these relationships directly. Future research is needed to examine how the skillsets measured as part of cultural intelligence and emotional intelligence are related to teacher practice. Another limitation we encountered as part of this project is a limitation in the field of teacher emotional and cultural intelligence. Though research has been conducted on ways to support teachers' emotional intelligence and its relationship to creating a positive classroom climate (Brackett et al., 2011), there has been very limited research on teacher's cultural intelligence and very little research on whether and how teacher's emotional intelligence influences their teaching practice related to SEL and culturally responsive pedagogy. As research expands in these areas, we can further explore the relationships between teacher skillsets and practice and begin to create course content, professional development, and coaching opportunities to support teacher candidates in their attainment of skills needed to support all students in their future classrooms.

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APPENDIX

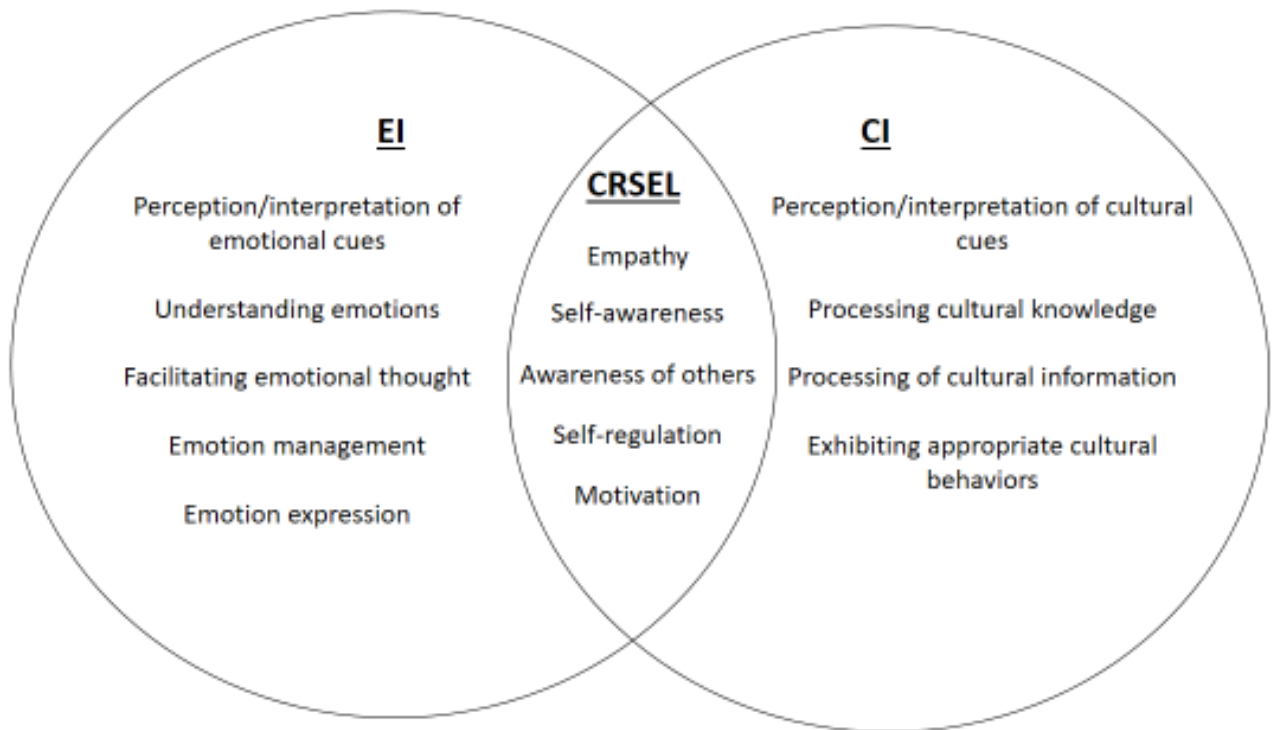


Figure 1. Conceptual model of relationship between emotional intelligence (EI), cultural intelligence (CI), and delivering social emotional learning instruction using culturally responsive teaching (CRSEL)



Table 1

*Demographic, student, and school characteristics of sample*

	<i>n</i>	% <sup>a</sup>
Age ( <i>n</i> = 45)		
18-22	43	95.6
23-30	2	4.4
Gender ( <i>n</i> = 45)		
Male	1	2.2
Female	44	97.8
Race/ethnicity ( <i>n</i> = 45) <sup>a</sup>		
Asian or Asian-American	2	4.4
Black or African-American	3	6.7
White or Caucasian	37	82.2
Two or more races	3	6.7
Education level ( <i>n</i> = 45)		
High School or Equivalent	12	26.7
Some College (No Degree)	22	48.9
Associate Degree	6	13.3
Bachelor Degree	5	11.1
Position ( <i>n</i> = 45) <sup>a</sup>		
General Education Teacher	11	24.4
Assistant Teacher/Paraprofessional	1	2.2
Special Education Teacher	3	6.7
Two or more positions	30	66.8
Student age/grade level ( <i>n</i> = 45)		
Infants/toddlers	2	4.4
Preschool	8	17.78
Pre-Kindergarten	5	11.1
Kindergarten to 2nd	30	66.7
Number of students in current/average class ( <i>n</i> = 45)		
< 6	2	4.4
6-8	1	2.2
9-12	7	15.6
13-17	11	24.4
18-24	19	42.2
25-30	5	11.1
% students with identified disability ( <i>n</i> = 45)		
0%	6	13.3
0-25%	23	51.1
26-50%	8	17.8
51-75%	3	6.7
76-100%	5	11.1
% students who are English Language Learners ( <i>n</i> = 45)		
0%	6	13.3
0-25%	25	55.6
26-50%	8	17.8
51-75%	5	11.1
76-100%	1	2.2

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% students from racially and ethnically diverse backgrounds		
<i>(n</i> = 45)		
0-25%	10	22.2
26-50%	16	35.6
51-75%	14	31.1
76-100%	5	11.1
School area ( <i>n</i> = 45) <sup>a</sup>		
Urban	8	17.8
Suburban	26	57.8
Two or more areas	11	24.4
Received training in culturally responsive teaching practices		
<i>(n</i> = 45)		
Yes	21	46.7
No	10	22.2
Not sure	14	31.1

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*Note.* <sup>a</sup> Allowed multiple response choices.

Table 2

*Intercorrelations between culturally responsive social-emotional learning instruction measures and overall measures of cultural and emotional intelligence*

Variable	1	2	3
1. Culturally responsive teaching expectancies	—		
2. Social-emotional learning beliefs	.174	—	
3. Total cultural IQ	-.001	.177	—
4. Total emotional IQ	.201	.030	-.197

*Note.* †  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ .

Table 3

*Intercorrelations between culturally responsive social-emotional learning instruction measures and cultural intelligence dimensions*

Variable	1	2	3	4	5
1. Culturally responsive teaching expectancies	—				
2. Social-emotional learning beliefs	.17	—			
3. Total cultural intelligence	-.00	.18	—		
4. Motivational cultural intelligence	.13	.24	.54**	—	
5. Cognitive cultural intelligence	-.14	.10	.84**	.35*	—
6. Metacognitive cultural intelligence	.25	.19	.78**	.40**	.49**
7. Behavioral cultural intelligence	-.11	.04	.71**	.02	.45**

*Note.* †  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ .

Table 4

*Intercorrelations between culturally responsive social-emotional learning instruction measures and emotional intelligence scores*

Variable	1	2	3	4	5	6
1. CRT expectancies	—					
2. Social-emotional learning beliefs	.17	—				
3. Total emotional IQ	.20	.03	—			
4. Emotional experiencing IQ	.20	.02	.87**	—		
5. Emotional reasoning IQ	.20	.06	.87**	.53**	—	
6. Perceiving emotions IQ	.17	.03	.72**	.88**	.38*	—
7. Using emotions IQ	.19	-.02	.83**	.72**	.59**	.60**
8. Understanding emotions IQ	.27	-.03	.81**	.83**	.91**	.41**
9. Managing emotions IQ	.12	.11	.79**	.79**	.92**	.28

*Note.* The emotional experiencing IQ and emotional reasoning IQ represent two broad areas of emotional intelligence, which are further subdivided into four scores corresponding to the Four-Branch Model of emotional intelligence—perceiving emotions, using emotions, understanding emotions, and managing emotions (Mayer, Salovey, & Caruso, 2016). CRT = Culturally responsive teaching. IQ = intelligence quotient. †  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ .

Table 5

*Descriptive statistics of focal variables*

	Mean	<i>SD</i>	Observed range	<i>n</i>	Reliability <sup>#</sup>
Cultural intelligence	4.72	0.64	3.16—6.05	45	0.92
Emotional intelligence	95.90	16.04	59.6—124.2	45	0.96
SEL beliefs	4.43	0.42	3.29—5.00	45	0.75
CRT outcome expectancies	2313	239.28	1750.00—2600.00	45	0.95

*Note.* SEL = social-emotional learning. CRT = culturally responsive teaching. <sup>#</sup>Cronbach's  $\alpha$  is

provided for all variables except emotional intelligence, for which split-half reliability is provided.

Table 6

*Results of the Multiple Regression Analyses on Social-Emotional Learning Beliefs.*

	$\beta$	<i>SE</i>	<i>t</i>	<i>p</i>
(Intercept)	3.48	1.79	1.946	.058 <sup>†</sup>
Cultural intelligence Total	0.12	0.10	1.185	.243
Emotional intelligence Total (log scale)	.188	.82	.23	.82

*Note.*  $F(2,42) = .703, p = .501, R^2 = 0.32.$  <sup>†</sup>  $p < .10,$  \*  $p < .05,$  \*\*  $p < .01,$  \*\*\*  $p < .001.$

Table 7

*Results of the Multiple Regression Analyses on Culturally Responsive Teaching Outcome Expectancies.*

	$\beta$	<i>SE</i>	<i>t</i>	<i>p</i>
(Intercept)	856.17	998.05	.86	.40
Cultural intelligence Total	18.90	57.77	.33	.75
Emotional intelligence Total (log scale)	692.77	456.42	1.52	.14

*Note.*  $F(2,42) = 1.15$ ,  $p = .32$ ,  $R^2 = 0.05$ . †  $p < .10$ , \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .