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Perception of Emotional Intelligence and Self Efficacy for School Business Officials at K-12 Districts

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Perception of Emotional Intelligence and Self Efficacy for School Business Officials at

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ABSTRACT

Perception of Emotional Intelligence and Self Efficacy for School Business Officials at

K-12 Districts

by Agha Ahsan Mirza

Purpose: The purpose of this quantitative, correlational study was to investigate the relationship between emotional intelligence and self-efficacy in Chief Business Officials (CBOs) working in School Districts in the state of California.

Methodology: The primary objective of this study was to examine the relationship between emotional intelligence and self-efficacy characteristics, employing a quantitative, correlational research design. The study involved a non-experimental approach to establish correlations between the identified variables and an explanatory design to elucidate the relationship between variables. Correlational research has been established as the most effective approach for examining correlations between phenomena and distinct population samples, which made it the most suitable choice for this research endeavor. A statistical analysis was conducted to compare the correlation coefficient to ascertain the presence and magnitude of the association between emotional intelligence and self-efficacy among CBOs, in California school districts. Potential disparities in emotional intelligence levels among CBOs within an educational context were also investigated.

Findings: The findings from this research illustrate that a relationship exists between the CBO's emotional intelligence and self-efficacy.

Conclusion: Based on the findings of this study, it can be conclusively stated that there exists a notable predictive correlation between emotional intelligence and self-efficacy among CBOs in California School Districts.

Recommendations: These findings provide a basis for future research, policy discussions, and interventions for nurturing emotional intelligence abilities amongst CBOs, fostering decisive leadership, and promoting positive results within the educational sphere.

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CHAPTER I: INTRODUCTON

Emotional Intelligence (EI), often referred to as emotional quotient, encompasses the capacity to comprehend, employ, and regulate one's emotions constructively, with the aim of alleviating stress, fostering effective communication, demonstrating empathy towards others, surmounting obstacles, and mitigating conflicts (Chebykin, 2020). Being aware of EI and the application of different EI assessment tools can be very helpful in the workplace. EI can enable leaders to gain a deeper understanding of their identities. It can be used as a tool to lead teams and have staff become more productive and engaged in their personal and professional life. EI is the ability to recognize and understand emotions in oneself and in others, and the ability to use this awareness to manage behavior and relationships (Bradberry & Greaves, 2019). Administrators, professors, and support staff returning to campus following the COVID-19 outbreak had to adapt to numerous modifications (Zhao & Watterston, 2021).

In the first section of this chapter, the researcher discusses the background of the problem and starts by defining the concept of a crisis and the leadership qualities needed during times of a crisis. In the second section, the researcher focuses on the Great Resignation and its impacts on the U.S. economy. In the third section, the researcher focuses on the causes of the Great Resignation. EI and self-efficacy are then be reviewed as they relate to school administrators and their impacts on the administrators' leadership abilities. In the following sections, the researcher discusses statement of the research problem, purpose statement, research questions, and significance of the problem.

Background

The United States Educational system has been greatly impacted by the global COVID-19 pandemic. The COVID-19 pandemic has completely transformed how school districts are servicing students and families (Kaden, 2020). There has been a substantial emphasis on reintegrating students from virtual learning back into on-campus education. The focus has also been on the employees who manage and implement the return to campus and how are they doing. The COVID-19 pandemic has exposed the employers' unpreparedness and how employees are unsatisfied and leaving their jobs en mass (Marks, 2023). As stated in supporting the emotional work of school leaders, political upheavals, war, natural disasters, and the rapidity of change contribute to a sense of a global crisis. In such times, schools find themselves confronted with the emotional and behavioral effects of economic and social upheavals, which impact the psychological health of the community (Belinda, 2007).

As the pandemic came to an end, citizens of the United States of America were left dealing with unprecedented events that have a long-lasting impact on their lives. Kuzior et al. (2022) stated that one of the most visible impacts on employee lifecycles is the phenomenon called the Great Resignation, a massive wave of workers quitting across industries that began in 2021, after the easing of the first pandemic restrictions. In the United States alone, according to Department of Labor statistics, the Great Resignation caused turnover of 50 million employees, through voluntary separations with an employer (Kuzior et al., 2022). This mass exodus requires a thorough analysis of the incoming workforce to determine the work factors important to them. Based on study conducted by the Innovation Center Pro-Learning and scholars affiliated with the

University of Agricultural in Krakow, individuals who reside in shared living spaces anticipate the presence of a conducive working environment, wherein they are treated with respect and provided with ample opportunity for professional growth within their respective workplaces. The topics explored in the study conducted by Kuzior et al. (2022) encompassed self-realization, corporate principles and ethics, and trust. These findings indicate a shift in values to self-care over financial gain.

Kaplan and Hoff (2022) stated that the unfortunate reality is that workers have been treated poorly for quite some time. The State of California also had to respond to the COVID-19 pandemic, as stated on its website (ca.gov). According to the Secretary of the California Health & Human Services Agency, Dr. Mark Ghaly, California's response to the COVID-19 pandemic helped prepare the state for whatever was to come next (Governor's Office of California, 2022). The Secretary also noted that although the threat of the virus was still real, their preparedness and collective work had helped turn the crisis into a manageable situation (Governor's Office of California, 2022). During the pandemic, updates and guidelines would frequently come out from the state level and funnel down to the school districts based on county. The County guidelines were then taken and adopted at a local level. Following the adoption of the changes, immediate changes were made to how operations were done, which directly impacted the Chief Business Official and Business Office.

Leadership during difficult times is very crucial to employee success. Leadership can be described as a social process in which a leader exerts influence over the emotions, perceptions, and actions of their subordinates (Mindeguia et al., 2021; Pirola-Merlo et al., 2002). As a leader, being able to manage one's emotions and being self-aware can play

an integral part in the workplace. The findings of the study conducted by Diener et al. (2020) indicate that positive emotions have a significant impact on important factors within organizational settings. Specifically, these emotions have been found to enhance creativity, dedication, and overall effectiveness, benefiting both the team as a whole and its individual members (Diener et al., 2020; Mindeguia et al., 2021).

Crisis Leadership

Merriam-Webster's (n.d.-a) Dictionary defines crisis as an unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome. According to the Federal Emergency Management Agency (FEMA, 2010), the first federal legislative act on disaster relief in the U.S. history followed a devastating fire in Portsmouth, New Hampshire in December 1802(www.fema.ca.gov).

During emergency situations, leaders must possess skills that relate to developing effective communication with others and how to cope with the internal stress that comes with crisis. A crisis is a pivotal juncture that signifies a potential hazard capable of overpowering a well-established system. By its nature, a crisis represents an exceptional occurrence that endangers the survival of an organization and carries the possibility of causing harm, fatalities, financial detriment, or harm to the organization's reputation (Bion & Hart, 2007; Canton, 2007; Mitroff, 2005). According to DuBrin (2013), crisis leadership is characterized by the actions taken by an organizational leader to guide and direct members of the organization during times of crisis, "through a sudden and largely unanticipated, intensely negative, and emotionally drained circumstance" (p. 3). The leadership skills exhibited in routine business activities may not align with the leadership

qualities essential for effectively guiding a company through a crisis (Fink, 1986; Hargis et al., 2014; Mitroff, 2005). According to Mitroff (2005), it is imperative for a leader to possess the attribute of resilience to effectively guide and manage during times of crisis. It is also imperative for individuals to effectively navigate the complexities of a crisis by employing many competencies, including sense-making, the aptitude to make informed and crucial choices, and the capability to derive significance from the crisis, bring it to a resolution, and extract valuable lessons from it (Bion & Hart, 2007; James & Wooten, 2010; Wooten & James, 2008).

The pandemic was a great example of a crisis. A crisis can be a very stressful time for leaders but it also presents opportunities to examine an organization internally and identify areas that need improvement. The ability of leaders to effectively collaborate with the public to modernize, substitute, or introduce new processes or policies inside an organization is of utmost importance for the strategic management and leadership during times of a crisis (Boin et al., 2017; Crandall et al., 2013; Crowe, 2013). The potential catalyst for the widespread phenomenon known as the Great Resignation could be a dearth of effective crisis leadership.

The Great Resignation

According to Herman (2022), in January 2021, a significant labor trend called "The Great Resignation" or "The Big Quit" emerged and has continued to gain momentum. Numerous individuals across the United States have used the disruptions caused by the COVID-19 pandemic as a catalyst to reconsider their career paths and reshape their lifestyles.

Based on a recent publication in National Public Radio (NPR, 2022), a considerable

number of companies continue to encounter challenges in the recruitment process. In the

year 2022, however, a considerable number of employees expressed their reluctance to

resign from their current employment, instead expressing a desire for transformative

alterations to their working conditions. This phenomenon has resulted in a notable

increase in unionization efforts at prominent establishments such as Starbucks, Amazon,

and Trader Joe's. According to NPR (2022), the workers were not only demanding

increased wages but also advocating for enhancements in their safety and overall welfare.

The aforementioned concerns were prominently featured throughout the pandemic,

leading to strike actions even among non-unionized workers. A substantial number of

healthcare professionals engaged in strikes. During the COVID-19 period, healthcare

workers engaged in strike actions to express their exhaustion and dissatisfaction. They

were also aware of their significant desirability in the context of demand (NPR, 2022).

According to Kuzior et al. (2022), the comprehension of factors motivating employees to

seek career transitions extends beyond organizational and human resources concerns,

encompassing larger economic and psychological dimensions. Within the context of this

study's premise, it is important to acknowledge that the determinants contributing to the

Great Resignation extend beyond a mere inclination towards obtaining a higher income.

Since the return of students and staff to the campus, there has been a notable rise in

incidents of suicide, bullying, stress, and anxiety, coinciding with a decline in academic

performance statewide (Moya et al., 2022). It is imperative now more than ever that EI

strategies are used by leaders to manage districts.

Emotional Intelligence

EI plays a pivotal role in shaping employee satisfaction within organizations. According to Alferaih (2021), employees with higher levels of EI tend to experience greater job satisfaction. This link can be attributed to several key factors. First, individuals with high EI are often better at understanding and managing their emotions, which enables them to cope with workplace stress more effectively (Alferaih, 2021). As a result, they are less likely to experience burnout and frustration, leading to higher job satisfaction. Second, employees with higher EI are adept at recognizing and understanding the emotions of their colleagues and superiors (Alferaih, 2021). This heightened interpersonal awareness allows them to navigate workplace relationships more smoothly, build effective collaborations, and resolve conflicts constructively (Alferaih, 2021). Consequently, they tend to enjoy a more positive and supportive work environment, which significantly contributes to job satisfaction.

EI is closely related to empathy and social skills, which are crucial for effective leadership and teamwork (Alferaih, 2021). Employees with higher EI are often better leaders and team players, which can enhance team cohesion and overall job satisfaction (Alferaih, 2021). Their ability to connect with others on an emotional level fosters a sense of belonging and camaraderie, making the workplace a more enjoyable and fulfilling space.

Self-Efficacy

With the examination of EI, the concept of self-efficacy, which pertains to an individual's belief in their capabilities, has been investigated and determined to be of utmost importance in the realm of effective leadership (Bandura, 1997; Goleman et al.,

2013). In his book, *The Intangibles of Leadership*, R. A. Davis (2010) heavily cited the work of Bandura (1997). According to R. A. Davis, the development of self-efficacy is crucial as it is regarded as one of the most pivotal intangible qualities in effective leadership. Bandura posited that self-efficacy can be cultivated through four distinct mechanisms: first, by achieving success while encountering adversity; second, by observing others triumph by diligent exertion; third, by obtaining affirming feedback from external sources; and finally, by considering individual physical and emotional conditions. According to Goleman et al. (2013), self-efficacy, which refers to an individual's belief in their ability to successfully achieve their goals, has the potential to be contagious and influence the confidence levels of others. The researchers asserted that individuals in the first group expressed the belief that they are capable of achieving great feats, such as moving mountains. Individuals in the second group expressed the belief that their actions will not yield any significant impact. "What kind of individual is likely to be followed by others?" (Goleman et al., 2013, p. 171).

In all of these definitions, leadership has different meanings that align with people coming together to accomplish the shared vision or goal of the organization. But the definitions also indicate that the leader should be able to guide, lead, and influence people to accomplish goals. The definitions of leadership are tied directly to EI because an effective leader should be able to develop interpersonal relationships with their employees (Fannon, 2018). The relationships are developed by being self-aware of one's emotional response, being in tune with one's responses to their direct reports, and being able to direct those responses into accomplish the shared vision.

Statement of the Research Problem

The global COVID-19 pandemic has had a significant impact on the educational system of the United States. The COVID-19 pandemic has significantly altered the manner in which school districts provide services to students and families. According to a report on Yahoo News, for the third consecutive year, students and educators have returned to school after the COVID-19 pandemic. The Centers for Disease Control and Prevention (CDC) recently released updated guidelines for schools. These new guidelines relax virus protocols and grant a significant degree of decision-making authority to families, schools, and local officials. The focus has been significant on the reintegration of students from virtual to on-campus learning. The COVID-19 pandemic has revealed how people are not prepared and how employees are unsatisfied and leaving their jobs en mass. According to the literature on supporting the emotional labor of school leaders, various factors such as political upheavals, armed conflicts, natural calamities, and the accelerated pace of societal transformations contribute to the perception of a worldwide state of upheaval. During periods of economic and social upheaval, educational institutions are faced with the challenge of addressing the psychological well-being of the society, as it is affected by emotional and behavioral consequences (Belinda, 2007). According to Ackerman Anderson and Anderson (2010), educators and leaders employed in the field of education must possess a comprehensive awareness of change and its dynamics to effectively fulfill their roles within the present day.

Leadership during times of a crisis is crucial to employee success. As a leader, being able to manage one's emotions and being self-aware can play an integral part in the workplace. The findings of the study conducted by Diener et al. (2020) indicate that

positive emotions have a significant impact on important factors within organizational settings. These factors include enhanced levels of creativity, dedication, and effectiveness, not only at the team level but also among individual team members (Diener et al., 2020; Mindeguia et al., 2021). These changes directly impact Chief Business Officials (CBOs) as they work in an environment where change is frequent. The pressures coming from the Superintendent are based on the feedback of the board and community along with budgetary restrictions and compliance from the State of California. The CBOs have direct contact with union leaders and frequently sit at the negotiations table to address the impact these changes have on employees' working conditions. They have a background in business management, accounting, and finance but they address and make decisions on most of the directives that impact organizational change. In the context of this study, the term "CBO" will encompass the individual primarily responsible for overseeing the financial and operational aspects of the district. It is worth noting that, depending on the size and location of the school district, this position may be referred to by various titles, such as Assistant Superintendent of Business Services or Finance Director. In the capacity of Assistant Superintendent of Business Services, CBO, or Finance Director, a comprehensive understanding of EI is crucial for achieving success in the post. It entails recognizing and appreciating EI from both an individual and collective standpoint. It is not always about numbers; it is about understanding and building relationships effectively.

The concept of EI has gained significant attention in the context of in-service training (Guy & Lee, 2015). Nevertheless, its application within the realm of public service remains relatively unexplored. The identification of EI abilities that impact

employees' emotional labor and job satisfaction might provide valuable guidance for researchers and practitioners seeking to improve employees' work performance and overall well-being (Lu et al., 2021).

Researchers have examined self-efficacy, which refers to an individual's belief in their capabilities, and determined it to be a vital aspect of proficient leadership (Bandura, 1997). In his book, *The Intangibles of Leadership*, R. A. Davis (2010), citing the work of Bandura (1997), considered self-efficacy a fundamental intangible characteristic of effective leadership that warrants deliberate cultivation. Several studies have been conducted to investigate the effects of EI on professionals such as nurses, principals, and superintendents. There is, however, a dearth of research specifically examining the impact of EI on the leadership of CBOs in the field of education (Benson et al., 2014; Davis Jordan, 2009; Hall, 2007; Hammerly et al., 2014; Hanlin, 2013; Hopkins et al., 2007; Yuan & Hsu, 2012).

The aim of this study was to investigate the limited understanding surrounding the perceptions of EI and self-efficacy, and their impact on the effectiveness of leaders, specifically within the realm of K-12 school districts. This investigation is particularly relevant in light of the COVID-19 pandemic and the subsequent alterations to the educational landscape. Numerous quantitative studies have shown that EI is a factor contributing to successful leadership using Emotional Quotient Inventory (EQI) or other instruments (Goleman, 2006; Goleman et al., 2013; Salovey & Mayer, 1990). These studies have the potential to involve an assessment of EI scores using questionnaires or personality tests across various demographic groups. However, they are yet to address the distinct leadership role of business finance within the school system.

Purpose Statement

The purpose of this quantitative, descriptive, correlational study was to investigate the relationship between emotional intelligence and self-efficacy in Chief Business Officials (CBOs) working in school districts in the state of California.

Research Questions

1. What is the level of emotional intelligence among Chief Business Officials in California School Districts?

2. What is the level of self-efficacy among Chief Business Officials in California School Districts?

3. Is there a relationship between emotional intelligence and self-efficacy among Chief Business Officials in California School Districts?

Significance of the Study

The aim of this study was to investigate the perceptions of EI and its effects on the self-efficacy of leaders in the Business Department at K-12 Schools, enhancing the current body of literature. The participants in this study included Assistant Superintendents of Business Services, CBOs, and Finance Directors. Most importantly, the study involved an examination of the extent of correlation between EI and self-efficacy. According to research findings, was the prevailing perspective places greater emphasis on emotions while suggesting that the intellect has been overly prioritized; this shift in perspective has been associated with a dearth of self-awareness and contributed to superficial social connections (Gerald et al., 2002). According to several studies (Adil et al., 2013; T. Chen et al., 2012; Kim & Han, 2009), surface acting, a form of pretense where underlying emotions are not genuinely portrayed, leads to a significant level of

cognitive dissonance. Consequently, employees may experience dissatisfaction with their employment. According to McKee et al. (2008), scholars have recognized that possessing elevated levels of EI and self-efficacy is crucial for individuals in leadership positions. Bradberry and Greaves (2009) asserted that the impact of EI on professional achievement surpasses that of IQ, as it accounts for 58% of performance in diverse career positions. Outstanding leaders achieve success by fearlessly endeavoring to reach their highest personal potential, all the while making choices that secure a sustainable future for the people, institutions, and nations under their guidance (McKee et al., 2008). According to the technical report by West Ed, the function of the CBO is undergoing a rapid transformation in the Local Control Funding Formula (LCFF) era. This evolution involves a shift from merely overseeing a school district's financial well-being and administration to a more active role in influencing and supporting the district's resource allocation in pursuit of its defined objectives. Regardless of their personal preferences, CBOs operate in organizational contexts that are experiencing changes (Willis et al., 2018).

K-12 school districts across the nation may benefit from this study as the COVID-19 pandemic affected lives throughout the world. School district leaders had to adapt and respond to the crisis at the local level to stakeholders, including students, staff, parents, and community members. This research endeavor aims to enhance comprehension of the concept of perceived leadership, specifically focusing on the influence of EI and self-efficacy. Leaders will gain beneficial insight into how to refine their leadership skills by improving their personal and social competence. According to the research conducted by Bradberry and Greaves (2009), personal competence encompasses self-awareness and

self-management skills, which mostly pertain to an individual's internal attributes rather than their interpersonal dynamics. Personal competence refers to an individual's capacity to maintain a state of self-awareness regarding their emotions and effectively regulate their behavior and inclinations. According to Bradberry and Greaves (2019), social competence encompasses an individual's social awareness and relationship management skills. It refers to one's capacity to comprehend the emotions, actions, and intentions of others to enhance the overall quality of interpersonal connections. By analyzing EI and its impacts on leaders, school districts can develop professional development that is geared towards personal awareness, self-management, social awareness, and relationship management. These are key factors that lead to success as relationships and interactions with others are part of day-to-day activities at school districts.

Definitions

The following are the definitions for the terms used in this study:

Assistant Superintendent of Business Services: The Assistant Superintendent of Business Services is directly accountable to the Superintendent for overseeing all aspects of the District's business and administrative services. This role includes the implementation of long-term budget planning, risk management, construction of new facilities, supervision of accounting, payroll, maintenance, transportation, information systems support, food services, purchasing, and warehousing (Edjoin.org).

Chief Business Official (CBO): A CBO is a District employee, above the level of procurement officer and reporting directly to the superintendent, designated in writing by the Superintendent as having primary management responsibility for District business operations or finance (lawinsider.com). As used in this study, the function of the CBO

primarily focuses on managing and maintaining the financial well-being of the school district. Their responsibilities also now extend to actively participating in and influencing the district's resource allocation process, in alignment with the district's set objectives. CBOs, regardless of their volition, operate within dynamic organizational environments that transform(Willis et al., 2018). As stated In the California Annual School Business Official Conference presentation, the primary responsibility of the CBO is to ensure the financial stability and solvency of the district; ensure the efficient operation of all business processes within the organization; act as a valuable participant in the decision-making process of the Superintendent's Cabinet; and foster an environment that supports the educational growth, accomplishments, and triumphs of each and every student. Each CBO possesses unique qualities and offers a particular contribution based on their specific strengths and talents (dcgstrategies, n.d).

Crisis: A crisis can be defined as a period of instability or critical circumstances in which a significant and decisive transformation is imminent, sometimes accompanied by the potential for a severely unfavorable conclusion (Merriam-Webster, n.d.-a).

Emotional Intelligence (EI): EI refers to an individual's ability to understand, use, and manage their emotions in a positive manner, with the objective of reducing stress, promoting effective communication, displaying empathy towards others, overcoming challenges, and resolving disputes (Chebykin, 2020).

Fiscal Director: The Fiscal Director undertakes financial and statistical research or analysis to support the administration and the Board of Education in the development of policies and the strategic planning of new or modified programs (ouhusd.k12.ca.us).

K-12 School District: This term is commonly used in the field of education and educational technology in the United States, Canada, and other nations. It serves as an abbreviated form referring to the publicly funded educational institutions encompassing the grades preceding college (U.S. Department of Education, n.d.).

Leadership: It refers to the phenomenon of social influence wherein a leader exerts influence over the emotions, perceptions, and actions of their subordinates (Mindeguia et al., 2021).

Local Control Funding Formula (LCFF): LCFF is a policy implemented in California that aims to provide greater autonomy and flexibility to local school districts in terms of their budget allocation and decision-making processes. LCFF grants school districts the authority to allocate these funds in a manner that optimally addresses the educational requirements of their children, via a stakeholder engagement method (McIver-Brown, 2020).

Self-efficacy: It refers to an individual's belief in their ability to successfully achieve their goals or objectives, as described by Goleman et al. (2013)

Delimitations

The delimitations of a study pertain to the deliberate exclusion of certain variables and components in the research (Theofanidis & Fountouki, 2018). The scope of this study is limited to the School Directory of the California Department of Education. The researcher created a comprehensive email distribution list, comprising individuals holding the positions of CBOs. These individuals were selected from a pool of 938 current school districts, which were classified as either Elementary, High School, or

Unified School Districts. The enumeration did not include Charter Schools and County Departments of Education.

Organization of the Study

This research is structured into five main chapters. In Chapter I, the researcher provided an introduction to the study, along with background information. Chapter II focuses on an examination of pertinent peer-reviewed literature. Chapter III is dedicated to describing the methodology employed in the study, whereas Chapter IV contains an outline of the methods used for data collection and data analysis. Chapter V is the culmination of this research, which contains a presentation of the findings, draws conclusions, and offers recommendations.

CHAPTER II: REVIEW OF THE LITERATURE

Introduction

EI, as defined by Bradberry and Greaves (2019), refers to the cognitive ability to recognize and understand one's emotions, as well as those of others, and to effectively use this awareness in regulating one's behavior and in managing interpersonal connections. Further research is warranted in the domain of EI within the context of public service, despite its increasing prominence as a subject of interest in in-service training programs (Guy & Lee, 2015). The identification of EI abilities that influence an employee's emotional labor and job satisfaction might be valuable for researchers and practitioners seeking to enhance work performance and personal well-being (Lu et al., 2021). SE, or confidence in one's abilities, has also been researched and proven essential for effective leadership (Bandura, 1997). This quantitative, correlational, study entailed an assessment of how CBOs in K–12 School Districts assessed their EI and self–efficacy.

EI, sometimes referred to as the emotional intelligence quotient, refers to an individual's ability to identify, assess, and regulate both their and others' emotions (Vasanthakumari & Etafa, 2019). In their study, Ayse and Oya (2020) examined the relationships between organizational citizenship behavior (OCB) and counterproductive work behavior (CWB) in the context of four emotional abilities that constitute ability-based EI: (a) EI: self-emotion evaluation, (b) assessment of others' emotional states, (c) utilization of emotions, and (d) regulation of emotions. The findings revealed that effective management of emotional abilities had a detrimental impact on interpersonal CWB, whereas the capability to accurately evaluate others' emotions emerged as a significant positive predictor of interpersonal OCB. The results indicate that EI, based on

one's abilities, plays a significant role in enhancing OCBs and mitigating counterproductive workplace behaviors within the work environment.

Developing EI may lead to better performance and efficiency within an organization (Dâmbean & Gabor, 2021; Sánchez-Gómez et al., 2021). The ability to detect one's feelings, manage one's sentiments, motivate oneself, empathize with others, and form connections with them is all tied to a person's EI, according to Uraz and Arhan (2020), who highlighted that EI has the potential to affect job inspiration. Jain (2018) explored the construct of EI and its correlation with its impact on the social aspects of employees' lives. The success of people in the more digital workplace of the future depends heavily on their EI.

As the workforce adapts to mirror the increasing diversity of society, it becomes imperative for employees to elevate their performance standards and equip themselves with social and EI skills essential for thriving in the ever-evolving landscape of contemporary workplaces. The research outcomes underscore the positive influence of EI, revealing its capacity to enhance performance in the face of heightened workplace demands, bolster employee morale, and enrich the informational diversity within organizations. Moreover, Jain (2018) suggested that the implementation of transformational leadership techniques holds promise as an effective strategy for nurturing and cultivating EI among employees.

This chapter begins with addressing the historical and theoretical foundations of the study, followed by an extensive review of the relevant literature. The topics reviewed include The Great Resignation, Crisis Leadership, EI and SE. Finally, the researcher provides a summary to conclude the chapter.

Historical and Theoretical Foundation

Bradberry and Greaves' (2019) framework on EI serves as a foundational and comprehensive model for understanding and assessing EI in individuals. Per this framework, EI is the ability to recognize, understand, and manage one's emotions as well as the emotions of others, and how this awareness can be used to regulate behavior and foster healthy relationships. The framework emphasizes the significance of EI in both personal and professional contexts, making it a relevant theoretical foundation for the current study.

In this study, the researcher acknowledges the increasing significance of EI in diverse domains, namely, in public service and education, due to its widespread adoption as a subject of focus for training and professional growth (Guy & Lee, 2015). The recognition of EI's significance in enhancing employee performance, well-being, and job satisfaction is supported by the findings of Lu et al. (2021). Research has also highlighted the significance of SE, as posited by Bandura (1997), in the realm of effective leadership, highlighting the interdependence of EI and SE in shaping the effectiveness of leadership.

Bradberry and Greaves (2019) provided a comprehensive and widely recognized model for understanding EI. Their framework encompasses key aspects such as recognizing, understanding, and managing emotions, both in oneself and in others. This holistic approach is essential for gaining a nuanced understanding of EI among educational leaders. EI has increasingly been recognized as a crucial factor in effective leadership. The framework by Bradberry and Greaves directly aligns with leadership roles, making it highly relevant for assessing the EI of Assistant Superintendents of Business Services, CBOs, and Fiscal Directors, in K–12 school districts.

The framework's concepts and constructs have been extensively studied and validated in various organizational contexts. The existence of empirical evidence provides substantial support for the utilization of this approach within the realm of educational leadership. The aim of this study was to investigate how EI intelligence and SE impact crisis leadership within K-12 school districts. Bradberry and Greaves' (2019) framework provided a structured approach to assess EI, making it well suited for achieving the research objectives.

Bradberry and Greaves' (2019) framework not only helped in understanding EI but also offered practical insights for enhancing it. This attribute aligned with the study's potential to inform training and development programs for educational leaders, benefiting both individuals and the educational institutions they serve. EI is a concept that transcends specific fields, making it applicable and valuable across various domains, including education. This cross-disciplinary relevance ensures that the framework can be effectively used to explore EI among CBOs and other educational leaders.

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Review of the Scholarly Literature

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The Great Resignation

According to Alice Herman (2022), "A national labor phenomenon known as "The Great Resignation," or "The Big Quit," began to take hold in January 2021 and has since grown. Millions of workers in the United States have turned the turmoil caused by the coronavirus pandemic into opportunities to rethink their professions and reframe their lives (Herman, 2022)."

According to an article in NPR, "I mean, a lot of employers are still having problems hiring. But this year we've also seen a lot of workers say, I don't want to leave

my job, but I want things to change. And that's driven a surge in union organizing this year at places like Starbucks and Amazon, Trader Joe's. The workers are asking for more money but also for things that would improve their safety and their well-being. These were issues that were front and center in the pandemic. And we're also seeing workers who are unionized go on strike. These are thousands of healthcare workers, for example. They're speaking up now because they're burned out and fed up, but also, they know they're in high demand" ("More than 2 years into the pandemic, COVID-19 continues to roil the labor market," 2022). According to Kuzior et al. (2022), comprehending the motivations for employees' decisions to switch jobs transcends organizational or human resources concerns; it extends into the realms of broader economic and psychological considerations. Within the scope of this research assumption, it is posited that the driving forces behind the Great Resignation are intricate and extend beyond a simple quest for higher wages (Kuzior et al., 2022). To further investigate this topic, the researchers conducted an analysis of the research hypothesis that the phenomenon known as the Great Resignation is primarily driven by a combination of ethical, cultural, relational, and personal elements. As students and staff have returned to campus, cases of suicide, bullying, stress, and anxiety have increased whereas academic scores have dropped across the state (Wang et al., 2020). It is imperative now more than ever that EI strategies are used by leaders to manage districts.

The increasing attention towards the significant impact of good emotions on the well-being of employees and companies can be attributed to the field of positive organizational scholarship. In their comprehensive study, Diener et al. (2020) conducted a thorough examination and consolidation of diverse perspectives pertaining to positive

emotions, specifically focusing on the aspects of positive valence, emotion regulation strategies, and adaptive functions. The researchers also identified and analyzed four primary mechanisms: cognitive processes, affective experiences, behavioral manifestations, and physiological responses, which collectively contribute to the attainment of positive outcomes within organizational settings. According to the study, good emotions impact elements crucial for workplace success, such as creativity, job engagement, positive coping, health, cooperation and collaboration, customer satisfaction, leadership, and performance, all of which will reduce employee turnover.

COVID-19 pandemic caused an increase in morbidity and mortality due to the virus profoundly impacting sociological, economic, lifestyle, and health trends. According to Jiskrova (2022), there is a prevailing consensus that the ongoing epidemic has exerted an adverse influence on individuals' mental well-being, albeit with variations observed among the demographic cohorts. The loss of financial resources and disruptions in employment resulting from nationwide lockdowns and restrictions have emerged as significant markers of mental health concerns. The provision of care to individuals diagnosed with COVID-19 presents a range of difficulties that contribute to elevated levels of stress and burnout, as well as the manifestation of depressive and psychiatric symptoms within this cohort. However, psychological anguish among employees in other industries also increased significantly. Gittleman (2022) examined the "Great Resignation" differently. According to the U.S. Bureau of Labor Statistics Job Openings and Labor Turnover Survey, there has been a notable rise in the job turnover rate in the United States compared to the previous year, reaching levels that have not been observed since the program's establishment in December 2000. The economy has experienced

sharp difficulties due to multiple waves of COVID-19 and initiatives to stop the disease's spread and lessen its effects on the economy. The findings of the study indicate that the pandemic has functioned as a catalyst rather than a primary factor contributing to this phenomenon.

On a global scale, there has been a persistent issue of shortages of the health workforce. According to Poon et al. (2022), the COVID-19 pandemic has further intensified the rise in workload. This study involved an investigation of the determinants of the propensity of healthcare professionals to leave their positions amidst the COVID-19 pandemic. Various factors have been found to influence healthcare professionals' intention to leave their positions during the pandemic. These factors encompass concerns related to the risk of COVID-19 exposure, psychological reactions to stress, socio-demographic attributes, unfavorable working circumstances, and the level of support provided by the organization. Liu-Lastres et al. (2023) conducted a thorough analysis of the Great Resignation within the context of the hotel and tourism sector during the COVID-19 pandemic. They found that the phenomenon has posed exceptional difficulties for the hospitality and tourism sector. The findings of the study indicated that the pandemic has functioned as a stimulant rather than a primary determinant of this phenomenon. The Great Resignation had ripple effects across various industries, including the hospital and tourism sectors. In the healthcare domain, where staffing levels are critical for patient care, the resignations and workforce shortages placed immense strain on hospitals and healthcare facilities (Johnson, 2021). This phenomenon resulted in increased workloads for remaining healthcare professionals, potentially leading to burnout and impacting the quality of patient care. On the other hand, the tourism industry

also felt the brunt of the Great Resignation, with hotels, airlines, and other travel-related businesses struggling to maintain adequate staffing levels to meet the demands of travelers (Cribb & Salisbury, 2021). These effects translated into delayed services, reduced amenities, and longer wait times for tourists, ultimately impacting the overall tourism experience.

The COVID-19 pandemic had uneven effects on Oregon's economy. The Great Resignation was explained by Parker et al. (2022) based on how the COVID-19 pandemic affected workers. According to the study, 27% of Oregonians said their work situation changed due to the pandemic. Eleven percent of Oregonians who were working lost their jobs, 5% left their jobs, and little more than 2% retired. Furthermore, although 75% of Oregon workers said they were very or somewhat content with their current working position, 26% said they were considering leaving their job. According to Tessema et al. (2022), the phenomenon known as the "Great Resignation" was observed in the United States during the year 2021. In September 2021, there was a notable surge in employee resignations, with around 4.4 million American workers voluntarily leaving their positions. This event represents the largest recorded spike in employee resignations. The Great Resignation has necessitated a comprehensive understanding on the part of Human Resource (HR) management of the shifts taking place, prompting the need for the development of a novel HR strategy for mitigating the widespread employee resignations.

Moon et al. (2023) examined the transition from burnout to voluntary turnover during the pandemic in the United States. The findings showed that those with stronger extraversion levels experience less burnout, leading to less voluntary turnover behaviors. The findings suggested that extraversion might reduce the negative effects of role

overload present in the pandemic environment. According to Johnston (2021), servant leadership improves teacher retention, job satisfaction, and principal effectiveness statistically significantly. This study revealed that the servant leadership aspect of empowerment is the best way to keep teachers. The practice of servant leadership behaviors and the favorable opinion of principal efficacy constitute a distinctive conclusion. The results showed that organizations desiring to promote servant leadership behaviors should have particular professional development opportunities and selection procedures.

Despite the extensive body of research on COVID-19 and the challenges encountered by employees, a notable gap remains in the literature regarding the relationship between COVID-19 and voluntary job termination. A significant number of individuals have voluntarily terminated their work, with projections indicating that additional resignations are forthcoming. In their study, Demirkaya et al. (2022) examined the correlation between employee demographics, the progression of the COVID-19 pandemic, the perceived impact of COVID-19 on individuals' lives (referred to as perceived environment of control (PEoC), fear, feelings of entrapment, sadness, and job resignation amidst the COVID-19 crisis. There was a statistically significant link observed between depression and employment location. The phenomenon known as PEoC has been found to be associated with heightened levels of dread, as well as feelings of internal and external entrapment, and despair. The study revealed statistically significant associations between various factors such as education level, internal and external entrapment, perceived employability of COVID-19 survivors, fear, and depression regarding employees' decision to quit their jobs. Further analysis, however,

indicated that the decision to quit was primarily influenced by three factors: (a) COVID-19 history, (b) feelings of internal entrapment, and (c) education level. According to the findings of Xu et al. (2023), a notable characteristic of the COVID-19 pandemic is the presence of employment uncertainty, which has led to a higher-than-anticipated turnover intention among employees. The research findings demonstrate that the presence of mortality fear, because of the COVID-19 pandemic, is indirectly associated with individuals' intentions to leave their current employment. This relationship is mediated by an elevated need for work that holds personal significance and provides a sense of purpose. According to the findings of Boston-Fleischhauer (2022), there has been an observed reversal of the Great Resignation within the nursing profession.

Crisis Leadership

According to Merriam-Webster (n.d.-a), a crisis is.: "a: the turning point for better or worse in an acute disease or fever. b: a paroxysmal attack of pain, distress, or disordered function. c: an emotionally significant event or radical change of status in a person's life. 2: the decisive moment (as in a literary plot). 3 a**:** an unstable or crucial time or state of affairs in which a decisive change is impending *especially***:** one with the distinct possibility of a highly undesirable outcome. b: a situation that has reached a critical phase".

The initial legislative measure for federal disaster assistance in the history of the United States was enacted after to a catastrophic fire that occurred in Portsmouth, New Hampshire, during December of 1802 (FEMA, 2010). In its initial publication, FEMA asserted that its historical background serves as the fundamental basis for its current leadership role. The narrative is grounded on the United States' dedication to seeking

resilience in the midst of unforeseen and catastrophic calamities. The establishment of FEMA in 1979 marked the initial phase in consolidating federal emergency management efforts and constructing a comprehensive framework for national emergency management (FEMA, 2021). During the early 1800s, the occurrence of disasters prompted an increased recognition of the necessity for federal intervention and the implementation of comprehensive measures to address and mitigate the impacts of catastrophic calamities. During the early 20th century, scientific progress facilitated an enhanced comprehension of hazard risk and the implementation of mitigation strategies aimed at reducing susceptibility and minimizing the consequences of disasters. By the year 1978, over 100 federal agencies controlled various facets of disaster management. The National Governors Association advocated for a proposal put out by state governments that called for the establishment of a centralized disaster management entity at the national level, with the capacity to effectively respond to both natural and man-made disasters. In response, President Carter submitted a proposal to Congress on June 19, 1978, suggesting the consolidation of emergency planning, mitigation, and response efforts into a single entity known as the FEMA (Merriam-Webster, n.d.-b).

The document titled "The Comprehensive Emergency Management: A Governor's Guide" is considered a significant publication, including recommendations that continue to hold relevance in two specific areas within the disaster management stages (National Governor's Association for Policy Research, 1979). The National Governor's Association has proposed that the scope of disaster management should be broadened to encompass not just preparedness and response, but also mitigation and recovery (Baird, 2010; National Governor's Association for Policy Research, 1979; U.S. Department of

Homeland Security, 2008, 2010). The phases of crisis management, as outlined by various sources including the U.S. Department of Education and the California Office of Emergency Services (OES) Emergency Plan, have been extensively studied and documented (Boin et al., 2017; Crandall et al., 2013; Dunbar, 2013; McEntire et al., 2002; U.S. Department of Homeland Security, 2008, 2010, 2017; U.S. Department of Education, Office of Safe and Drug-Free Schools, 2007).

A crisis is a pivotal juncture that signifies a peril capable of overpowering a well-established system. By its nature, a crisis is an extraordinary occurrence that endangers the survival of an organization and can result in physical harm, fatalities, financial detriment, or harm to an organization's standing (Boin et al., 2017). DuBrin (2013) defined crisis leadership as the act of guiding individuals inside an organization through an unforeseen and predominantly adverse situation that is characterized by strong negativity and emotional exhaustion. In their study, Boin et al. (2017) provided a definition of strategic crisis leadership by delineating the five domains encompassed within the Critical Tasks of Strategic Crisis Leadership framework. According to Boin et al., the five essential task domains encompassed in this framework are sense-making, decision-making and coordinating, meaning-making, accounting, and learning. A crisis can be stressful for leaders, but it also presents opportunities to internally look at your organization and see what areas need improvement. According to Boin et al., the manner in which leaders capitalize on this chance to collaborate with the public to modernize, substitute, or introduce novel processes or policies within an organization is significant for the process of strategic crisis leadership and management.

According to Bavik et al. (2021), leaders' sense-making, threat, and challenge appraisal, attribution, and evaluation in crises appear to be given much attention in the literature on crisis leadership. Focusing on leaders and important stakeholders' emotions, particularly how leaders can lessen stakeholders' negative emotions and boost their good feelings during crises, needs to be more appreciated. Surprisingly, this area must be addressed despite crises' emotional toll on leaders and other organizational stakeholders. Consequently, it is imperative for leaders to acquire proficiency in employing efficacious and strategic approaches to address the adverse emotions (such as anger, anxiety, and fear) that manifest during periods of turmoil. Forster et al. (2020) argued that competent leadership is undeniably crucial in the phase of crisis recovery. To strike a balance between the safety of patients and healthcare professionals, as well as the value that medical imaging and intervention provide in the realms of diagnosis and treatment planning, it was imperative to employ iterative procedures accompanied by feedback loops.

The training of today's school leaders, according to Urick et al. (2021), needs to be reevaluated to consider the inclusion of frameworks that include not only how principals might navigate extreme crises but also how they look after themselves and their wellbeing to curtail the chronic stress that frequently results in professional burnout. The researchers recommended combining self-care, crisis management, and leadership in turbulent times, and offered a useful conceptual framework for reevaluating how well-prepared today's school leaders are. Petriglieri (2020) examined the psychology of successful crisis management. The researchers concluded that a good leader inspires and

motivates others. If a leader's vision inspires people with freedom, equality, salvation, and other positive outcomes, they will follow them.

In contemporary society, crisis leadership has become an indispensable element of effective leadership. Crisis occurrences are a common phenomenon within every organization. Firestone (2020) characterized a crisis, along with its potential effects on the organization. The researcher conducted a differentiation between crisis leadership and crisis management and compared biblical doctrine and the situation. The Bible contains instructions on approaching the many crises people encounter. According to the Bible, "For I know the plans I have for you, declares the LORD, plans for welfare and not for evil, to give you a future and a hope" (Jeremiah 29:11, NIV). During the COVID-19 pandemic, employees regarded certain leadership characteristics and behaviors as useful. Caringal-Go et al. (2021) explored these characteristics and behaviors. The study unveiled a multitude of interrelated attributes and behaviors associated with effective crisis leadership. The aforementioned elements were categorized into three primary themes: (a) the provision of individual care, (b) the demonstration of proactive behavior, and (c) the establishment of a path for progress, while also upholding a sense of enthusiasm and motivation. To make sure that organizational norms and values are compatible with crisis leadership competencies, Caringal-Go et al. recommended reviewing leadership development programs.

The COVID-19 pandemic has exposed the world to various crisis management techniques as leaders from different countries address the virus' containment and communication in radically diverse ways. After evaluating the available literature and conducting post-disaster and post-crisis research, Mutch (2020) created a list of crisis

leadership qualities. Three qualities emerged. Dispositional quality pertains to leaders' background contributions, such as their character traits and life experiences. Relational quality concerns how crisis leaders promote a shared vision and foster a sense of belonging within the organization, inspiring loyalty and promoting empowerment. The contextual attribute involves how crisis leaders evaluate the issue as it develops, comprehend the context, be aware of various responses, make prompt judgments, adapt to changing needs, employ resources, give direction, and continually reevaluate the options. Wisittigars and Siengthai (2019) study aimed to pinpoint crisis leadership skills in the facility management industry. The research revealed five competencies: crisis communication, emotional intelligence, problem-solving ability, and emergency readiness. The researchers identified emergency readiness as the key leadership skill for facility crisis management.

Emotional Intelligence

The presence of EI has a positive impact on the overall effectiveness and quality of strategic decision-making processes. In their study, Alzoubi et al. (2021) investigated the relationship between the EI of top management and the quality of strategic decision-making inside firms. The study's results demonstrated a significant, favorable correlation between managers' EI and the caliber of their strategic choices. The way top bank executives made judgments that eventually became policies has been completely altered by open innovation. To effectively make decisions, decision-makers must possess the cognitive ability of EI, which includes being cognizant of their surroundings. Per the findings of Loi et al. (2021), better EI was substantially correlated with higher positive affect, lower negative affect, and a lower risk of acting uncivilly. An increase in negative

affect was linked to acting in an uncivil manner. The findings of the study supported the statistical relevance of affect and EI in relation to office performance. The results also shed light on potential indicators that can serve as early warning signs for the negative behaviors associated with workplace incivility.

EI also influences employee behavior at work. Makkar and Basu (2017) examined the impact of EI on employee behavior within the Indian banking sector. The findings of the study revealed a noteworthy correlation between employee conduct within the banking sector and EI. Deyanira et al. (2023) investigated the influence of EI within the context of the military. EI encompasses a range of skills that may be acquired, cultivated, and enhanced, given its direct influence on a leader's efficacy. An extensive study revealed a multitude of protective factors that have the potential to mitigate the adverse impact of stress on the emotional well-being and behavioral challenges experienced by individuals in the military. The study's results demonstrated how EI interventions and training can enhance a person's capacity to cope with stressful situations and traumatic events. According to L. Davis (2019), EI is important in the workplace because it promotes high employee morale.

According to Cam (2021), "EI is defined as personal quality associated with interpersonal relationships that enable an individual to be aware of the emotional responses of self and others and to then control those responses to optimally benefit others and to respond to the context of a situation to achieve the best possible results for those involved" (p. 10). What is striking in all of these definitions is that leadership has various meanings that align with people coming together to accomplish the shared vision or goal of the organization. Another commonality among the definitions is that the leader

should be able to guide and lead, and influence people to accomplish goals. The definitions of leadership tie directly into EI in the aspect that to be an effective leader you should be able to develop interpersonal relationships with your employees. The relationships are developed by being self-aware of one's emotional response, being in tune with the responses of one's direct reports, and being able to direct those responses in a manner that accomplishes the shared vision.

To be successful, superintendents are required to fulfill multiple roles, including those of creators, implementers, facilitators, and motivators for change. These roles are undertaken with the overarching objective of enhancing student learning, as outlined by Przybylski et al. (2018). There is plenty of research on superintendents but very little research has been done on middle-level leaders such as classified management or certificated management staff. There are a few things to note about EI. An emotionally intelligent leader can manage and monitor their emotions. They are also able to recognize different types of emotions in others, which is important when working with employees and building relationships (Cassano et al., 2020). EI also confers individuals with the capacity to discern between own emotions and those of others, enabling them to make sound judgments that are not solely driven by emotional factors (Cassano et al., 2020). EI is also believed to increase a leader's transformational leadership skills, which will lead to higher employee productivity (Pinos et al., 2013). Leaders and managers need to build a solid foundation for their employees, and the way they do this is through EI.

EI strategies and awareness play an integral role in managing and being in a leadership role in school districts. Mudasir and Ganai (2018) stated that effective and productive learning on the part of students can be achieved by employing teachers with

desirable attitudes or by shaping their attitudes in the desired direction" (Mudasir & Ganai, 2018, p. 14). EI has become a popular topic for in-service training (Guy & Lee, 2015); however, its use in public service is underexplored. Understanding which EI skills influence "employees' emotional labor and job satisfaction might guide researchers and practitioners' efforts to enhance employees' work performance and personal well-being" (Lu et al., 2021, p. 357). Many leaders in school districts may not be comfortable with the idea of additional professional development in this area. According to the findings of D.R. Parish, individuals possessing these particular traits may not necessarily aspire to assume managerial or leadership roles, potentially resulting in a deficiency of appropriate training or preparation. Anderson and Johnson (2006) stated that there is a perceived inadequacy in formal leadership development within the higher education sector. The researchers proposed that the majority of leadership development in this context is mostly achieved through experiential learning acquired while performing job-related tasks. These concerns, coupled with doubts about the value institutions place on leadership training, are widely echoed in the literature (e.g., Scott et al., 2008), emphasizing the need for the enhancement of academic leadership capacity development (Parish, 2015, p. 822).

It is noteworthy to acknowledge that though EI can yield favorable consequences for job performance, a potential exists for employees to exhibit partial commitment and engage in pretense. The study by Parish (2015) indicated that surface acting entails a form of deception where the individual's unexpressed emotions stay unaltered. Consequently, this practice is associated with a significant degree of cognitive dissonance. Consequently, it is possible for employees to experience job dissatisfaction

(e.g., Adil et al., 2013; T. Chen et al., 2012; Kim & Han, 2009). The majority of the leaders agree that change and improvement in customer service and EI measures are needed but fail to implement them. "Our reluctance to focus on non-scholastic areas is due, in large part, to the fact that they are more subjective than traditional subjects. But that should not deter us"(Thomas, 2020, p. 11).

Although combat sports and martial arts have often been linked to perceptions of aggressiveness in the general public, the existing data regarding the association between judo, martial arts, and aggression have remained somewhat ambiguous. Stanković et al. (2022) conducted a comparative study, examining athletes from various team sports alongside individuals with extensive judo training experience, spanning at least 5 years. The primary focus of their investigation encompassed not only the expression of aggression but also personality traits, EI, and SE. The findings of the study revealed that professional judo athletes exhibited notably low levels of hostility, particularly in terms of indirect and physical manifestations of anger. Moreover, in contrast to traits such as Emotionality and Extraversion, which held less prominence, these judo athletes displayed personality characteristics related to Honesty-Humility and Openness to Experience, alongside moderate overall self-efficacy levels.

In an organization, having highly developed levels of EI and self-efficacy is crucial (Hameli & Ordun, 2022). In their study, Black et al. (2019) aimed to examine the impact of team members' EI on team cohesiveness. To evaluate the team's EI, the researchers calculated the average EI scores of individual team members. The results indicated that there was a positive correlation between team cohesion and EI, suggesting

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that team cohesion reached its highest point when team members exhibited elevated levels of EI. The influence of SE on team cohesiveness was shown to be positive.

Emotional Intelligence and Transformational Leadership

Empirical evidence substantiates the existence of a correlation between EI and transformative leadership (TFL). However, a better understanding of the nomological web of factors influencing effective leadership outcomes is required. Görgens-Ekermans and Roux (2021) developed and examined a theoretical framework that elucidates the relationships between EI competences, TFL behaviors, and three distinct outcomes associated with effective leadership. The researchers argued that a greater understanding of the relationships between various EI components and TFL behaviors, and between various TFL behaviors and outcomes of effective leadership, could help develop targeted interventions to boost employee commitment, job satisfaction, and perceived supervisor support. According to the study, a better knowledge of the EI skills that drive TFL behavior could aid in a leader's development by directing tailored EI intervention measures to improve leadership effectiveness. Mysirlaki and Paraskeva (2020) conducted a study to investigate the impact of leaders' EI and transformational leadership on the three sub-factors of team effectiveness, namely, team performance, viability, and member satisfaction. They also investigated the indirect influence of EI on team effectiveness, which was mediated by transformational leadership. The findings of the study indicated a significant relationship between the perceived EI of leaders and the sub-factors of virtual team performance. This relationship is further influenced by the mediating role of transformational leadership behavior. The study revealed that participants' evaluations of

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their leader's EI, transformational leadership, and virtual team performance exhibited gender-based variations.

Leadership may have an impact on how employees behave. According to Mindeguia et al. (2021), emotional contagion processes allow transformational leaders to spread their emotions and encourage favorable emotions among their followers. The objective of the study was to assess the impact of the management team's EI on the association between management's transformational behaviors and employee responses. The results of the study revealed that the relationship between transformational leadership exhibited by management teams and the level of cohesion among workers was completely mediated by two factors: the EI of the management team and the emotional "passion" states of the employees. Hajncl and Vuenovi (2020) conducted a study to investigate the associations between two indicators of EI, namely, (a) a performance-based ability test and (b) a self-reported measure, as well as their relationship with transformational leadership. The results of the study indicated no correlation between the Vocabulary Emotion Test, which measures EI, and the transformational leadership style. Based on the findings of a hierarchical regression analysis conducted on self-ratings pertaining to transformational leadership, Hajncl and Vuenovi observed that personality traits had a significant predictive capacity for transformational leadership. Incremental self-report measures of EI, however, explained 5% of the variance.

Investigation into EI's short- and long-term effects on the educational process is essential. Tuyakova et al. (2022) investigated how teaching EI improves students' emotional competence by comparing the EI levels of social pedagogue students before and after training. The key components of EI, also known as emotional skills, which were

emphasized, were emotional awareness, emotional self-regulation, self-motivation, empathy, and the ability to understand and respond to the emotions of others. The results showed that all of these indicators had significantly improved after exposure to EI teaching. Valente et al. (2020) conducted a study to explore the association between teacher attributes, specifically gender, professional background (in terms of service time and academic formation), and teachers' EI capacities. The researchers examined the relationship between teacher efficacy, classroom management effectiveness, and teachers' EI capacities. The study revealed a positive correlation between an enhanced ability to identify, express, and regulate emotions and increased levels of teaching efficacy and effectiveness in classroom management. Hence, it is imperative for educators to cultivate their EI during their academic development to effectively participate in more productive future professional pursuits.

Soanes and Sungoh (2019) conducted a study to examine the influence of EI on the effectiveness of science instructors in secondary schools located in Meghalaya's East Khasi Hills District. The study revealed a notable disparity in EI between male and female scientific teachers, wherein female science teachers exhibited slightly higher scores compared to their male counterparts. Soanes and Sungoh also found no discernible differences in the EI of the scientific teachers based on their location, community, credentials, or previous teaching experience. The study's conclusions revealed a connection between teacher effectiveness and the dimensions of EI and between teacher effectiveness and EI. and EI. The development of teachers' performance and contentment is greatly impacted by the establishment of reliable relationships by a leader. In their study, Gómez-Leal et al. (2022) employed the Preferred Reporting Items for Systematic

Reviews and Meta-Analysis guidelines to conduct a comprehensive assessment of the existing literature pertaining to EI within the context of school leadership. The results of the study indicate that self-awareness, self-management, and empathy are commonly used talents and competences in leadership roles. The findings also highlight the significance of EI in facilitating effective leadership. These findings could help shape the development of impactful pre-service programs for those seeking to become leaders, as well as in-service programs tailored for current school principals.

People can use their strong EI and social skills for prosocial activity or misuse them to manipulate others for selfish ends (Bohns & Flynn, 2021). Lubbadeh (2020) examined the connection between leadership and emotional quotient (EQ) in 2020. Two examples of using EQ by leaders were shown in the review of EI and leadership. The optimal scenario entails a leader possessing high EI, enabling them to interpret and implement the reactions and sentiments of the workforce, and understanding how these factors influence their behavior, all while effectively managing their own emotions. They will have the capacity to elevate and motivate the team members, thereby preserving the unity of the group. The research endeavor conducted by Lone and Lone (2018) focused on the exploration of the connections between leadership and EI within a cultural context that is non-Western. The researchers found that emotional sensitivity and competency emerged as significant predictors of effective leadership. The findings of this study will provide valuable insights for the creation of effective tools aimed at selecting, training, and nurturing leaders, ultimately leading to enhanced organizational climate and performance.

A crucial aspect of leadership is EI. Saha et al. (2023) wanted to provide cutting-edge leadership and EI insights. According to the study, leadership effectiveness can be increased by cultivating and using EI as a leadership competency. The correlation between leadership effectiveness and EI suggested that human resource management (HRM) depended heavily on effective leadership. According to the survey, firms and their HRM must invest more in successful leadership and EI. According to Coskun et al. (2018), family doctors' EI varies depending on their sex, age, level of medical expertise, and the region in which they practice. Women outperformed men on average in terms of emotionality, general EI, and well-being. The mean EI scores were lowest in doctors under 29. Physicians' EI scores increased as their medical experience grew. According to the study, leadership qualities and EI were key in advancing physicians' personal and professional development.

To enhance decision-making, Moon (2021) observed that leaders using EI skills are more adept at addressing their biases and assumptions. The research findings affirmed the importance of EI in mitigating internal biases and underscored its relevance for effective leadership and decision-making. Notably, transformational leaders exhibited lower bias levels and higher EI compared to transactional leaders, facilitating the cultivation of a sound risk mindset and enhanced risk-informed decision-making (Moon, 2021). Alwali and Alwali (2022) conducted a study in government hospitals in Iraq to investigate the relationship between job happiness and job performance among physicians. The study proved that job satisfaction mediates the association between EI and job performance. The results of their study revealed a significant positive association between job performance and job happiness. Furthermore, the research yielded empirical

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support for the notion that job satisfaction serves as a mediator in the relationship between EI and job performance. The study also revealed evidence of the mediating effect of job satisfaction in the association between transformational leadership and work performance within the context of doctors working in public hospitals in Iraq.

Karasneh and Al-Momani (2020) examined the impact of EI on leadership styles using executive profiles from the Aqaba Special Economic Zone Authority (ASEZA) The study's research revealed a substantial positive correlation between ASEZA's leadership style and the characteristics of self-control and social skills. The results also indicated that there are no statistically significant differences between leadership and demographic characteristics under consideration or between the aspects of EI. According to the study, leaders who lack all or some EI aspects are more likely to be labeled as ineffective leaders because they are less likely to have positive working relationships with their subordinates. The ability to distinguish between unsuccessful leaders and leaders who struggle with some or all EI components could be advantageous to organizations. According to Issah (2018), developing future leaders' EI will ensure they are fully equipped to exercise effective leadership. The difference in "the performance of two school principals was influenced by EI. The principal of the functional school demonstrated self-awareness and a grasp of his moral duty to the students in his charge. According to the study, leaders cannot expect people to change if they cannot. Leaders who possess EI demonstrate a preparedness and ability to embrace change. They serve as catalysts for change and display traits such as adaptability, self-confidence, creativity, and proactivity.

Academics and decision-makers have long regarded sports as fostering young athletes' well-being, educational opportunities, and civic engagement. Lee (2019) investigated the connections between high school athletic directors' development goal orientation, servant leadership, and EI. The results of the study revealed a positive correlation between EI and servant leadership, as well as a strong association with development goal orientation. The findings of the study also indicated that among the group of sports directors, the relationship between EI and development goal orientation was influenced by the presence of servant leadership. Aguilar and George (2019) suggested that EI might enhance military commanders' capacity for leadership and moral behavior. Historically, however, military leadership has been wary of using EI, mainly because of worries that it would result in a loss of mission orientation (Aguilar & George, 2019). When military leaders attempt to interact socially in their capacities as members of civil society, their lack of EI causes challenges with adaptability. It is feasible that using EI can help veterans become more resilient to problems such as posttraumatic stress disorder, interpersonal problems, sexual problems, and attachment disorders, among others (Aguilar & George, 2019).

A key element of effective leadership is the ability to set goals while exchanging and sharing ideas about using one's skills to accomplish those goals. Xianjun (2022) conducted a study to evaluate the effectiveness of leadership by categorizing EI into five distinct domains that are often discussed in the literature: self-awareness, self-regulation, motivation, empathy, and social skills. The study revealed that higher levels of self-leadership correlate with higher levels of emotional awareness of others and higher levels of interpersonal awareness and management. EI in leadership is crucial to effective

leadership. Baesu (2019) posited that to attain optimal performance, leaders should possess the capacity to effectively impact the emotional states of the individuals inside the business. Leaders that advocate for a leadership style rooted in EI are driven by their personal convictions and demonstrate a keen awareness of the emotional states of group members. The facilitator contributes to the group's goal attainment and cultivates a positive atmosphere characterized by trust and enthusiasm. When leaders fail to understand the feelings of the group, they create dissonance by sending messages that demotivate their followers from achieving the company's goals. Hence, within modern commercial contexts, the emotional accountability of a leader has crucial importance in the whole leadership process. Consequently, it is imperative to investigate the impact of an individual's SE, which pertains to their belief in own capabilities, on the effectiveness of leadership.

Self-Efficacy

In the examination of EI, self-efficacy (SE), which refers to an individual's belief in their own capabilities, has been the subject of research and has been identified as a critical factor in effective leadership (Bandura, 1997). In his book, *The Intangibles of Leadership*, R. A. Davis (2010), citing the work of Bandura (1997), the development of SE is crucial as it is regarded as one of the most critical intangible qualities in effective leadership. Bandura posited that the development of SE can be facilitated through four distinct mechanisms. First, individuals can cultivate SE by achieving success in the midst of challenging circumstances. Second, observing others triumph through diligent work can also contribute to the enhancement of SE. Third, obtaining positive feedback from external sources can serve as a catalyst for the development of SE. Lastly, people's

physical and emotional states can play a role in shaping our SE beliefs. According to Goleman et al. (2013), SE, which refers to an individual's belief in their ability to successfully achieve their goals, is believed to have the potential to be transmitted to others and subsequently influence their level of confidence.

High SE emerged as a notable mediator in the association between EI and team cohesion. The cultivation of a heightened level of EI was found to be conducive to the development of SE, hence enhancing the cohesiveness of teams. The enhancement of team cohesion led to an improvement in team performance and engagement. Following participation in leadership coaching, Halliwell et al. (2022) examined the associations of enhanced EI leadership SE, and task-oriented leadership behavior. The research revealed a correlation between elevated levels of EI and increased self-perceived effectiveness in leadership roles. In contrast, the available evidence was inadequate to substantiate the role of leadership SE as a mediator in the relationship between elevated levels of EI and task-oriented leadership conduct.

Both novice and expert foreign language instructors perceive themselves as possessing EI and SE. Kosti-Bobanovi (2020) conducted a study to investigate the perceptions of SE and EI in both novice and experienced foreign language teachers. The study also aimed to explore the associations between different dimensions of SE and EI trait subscales. The study showed that experienced foreign language instructors scored significantly higher than inexperienced counterparts on the Trait Emotional Intelligence Questionnaire self-control and sociability components and the T.S.E.S's efficacy in classroom management. The empirical evidence substantiated the theoretical hypothesis positing a correlation between teacher SE and EI. The results of the study indicated a

significant positive relationship between EI and SE. The results of this study support the implementation of teacher-training programs focused on foreign language instruction.

Wu et al. (2019) conducted a study to investigate the EI and SE of teachers. The primary objective of this study was to investigate the potential mediating role of teaching performance in the relationship between EI and SE. The findings demonstrated that a high level of SE was positively connected with a complete effect of EI, which was evident from the data. Teaching effectiveness played a role in the mediation of this relationship. The results indicated that an increase in EI had a significant impact on teachers' SE, but only when EI was effectively utilized to enhance teachers' performance.

The components of SE and EI play a crucial role in facilitating effective classroom management. In her study on Arab kindergarten teachers in Israel, Agbaria (2021) looked at EI and SE as indicators of classroom management abilities. The results showed a positive correlation between EI and SE with classroom management abilities among Arab kindergarten instructors in Israel and self-efficacy with classroom management skills correlated positively. Debes (2021) examined school principals' EI and how it relates to SE. The study aimed to ascertain whether school principals grow in EI and whether EI would raise their levels of SE. Fifty school principals were included the study sample. The results of the study revealed a significant and favorable association between SE and perceived EI. Thus, school principals' perceived SE substantially correlates with their EI competency. The study revealed that school principals had high perceptions of their SE and EI competence.

The promotion of entrepreneurship is regarded as a fundamental imperative for fostering economic, social, and technical advancement. According to Inmaculada et al.

(2022), interest has risen considerably in understanding entrepreneurship. Inmaculada et al. investigated the correlation between SE, entrepreneurial intention, and EI, with the inclusion of gender as a control variable. The potential influence of age was also taken into account. The conclusions of the study indicated a significant association between entrepreneurial SE and personality traits. Inmaculada et al. also found that EI has a favorable influence on entrepreneurial intention. The study revealed that SE plays a mediating role in the relationship between EI and entrepreneurial intention. Wioleta and Teresa (2022) examined the potential impact of career decision self-efficacy (CDSE) on the relationships between career adaptability, EI, and self-esteem in a sample of university students. The study revealed that the relationship between EI, self-esteem, and occupational flexibility is significantly affected by CDSE. The findings indicate a significant correlation between EI, self-esteem, and CDSE among undergraduate students, and their career flexibility. This relationship holds considerable significance in terms of enhancing workforce productivity and improving the employability of graduates.

EI and SE are important factors that lead to success in work, life, and education. Sarani et al. (2020) compared EI and self-efficacy among the administrative employees at Kerman University of Medical Sciences. The study revealed a strong correlation between SE and EI scores. The results also showed a substantial positive relationship between SE, social skills, self-awareness, and self-regulation. The selection, training, counseling, and retention of administrative staff can therefore be aided by these findings, improving the occupational performance of medical sciences universities.

Molero et al. (2019) conducted a study to examine the associations between self-efficacy, EI, and perceived stress among a sample of nursing professionals. Molero et al.

developed predictive models for each component of felt stress by considering EI and SE as key factors. The findings of the study indicated that the social aspect of harassment, which is affected by factors such as stress management, mood, flexibility, intrapersonal abilities, and self-efficacy, accounted for 22.7% of the observed differences. Additionally, 8.6% of the variation in the energy or joy component was explained by the variable's mood, stress management, SE, intrapersonal skills, and interpersonal skills. The results of the study suggest that a potential strategy for mitigating stress among professionals is to support their cultivation of EI through nursing-focused programs that incorporate gender-specific considerations. This approach would enable health workers to cultivate and acquire more effective stress management strategies, thereby reducing suffering and enhancing their overall well-being.

Summary

This chapter included a comprehensive review of prior research studies pertinent to the present study, which aimed to assess the correlation between EI and SE among Assistant Superintendents of Business Services, CBOs, and Fiscal Directors in K-12 Districts. The identification of EI abilities that influence an employee's emotional labor and job satisfaction might be advantageous for researchers and practitioners seeking to enhance work performance and personal well-being (Lu et al., 2021). Further research is warranted on the subject of EI within the realm of public service, despite its increasing prominence as a focal point in in-service training programs (Guy & Lee, 2015). The concept of SE, which refers to an individual's belief in their capabilities, has been the subject of extensive research and has been found to be a crucial factor in effective leadership (Bandura, 1997). DuBrin (2013) defined crisis leadership as the act of guiding

individuals inside an organization through an unforeseen and predominantly adverse

situation that is characterized by a high level of emotional strain. EI and SE are

significant determinants that contribute to achieving success in several domains such as

work, personal life, and education. Sarani et al. (2020) conducted a comparative analysis

of EI and SE among administrative personnel at Kerman University of Medical Sciences.

Schwarzer and Jerusalem (1995) introduced the General Self-Efficacy Scale (GSE), a

tool designed to assess EI. EI was initially formulated by Salovey and Mayer (1990). The

literature review summary is provided in Appendix 1.

CHAPTER III: METHODOLOGY

Overview

The primary objective of this study was to examine the variations in EI and SE levels among CBOs, employed in K-12 School Districts within the State of California. This chapter contains a comprehensive outline of the study's aims, research questions, and the research techniques employed in this investigation. This chapter additionally includes an overview of the study's population and sample. Also included in this chapter are a detailed description of the instrument employed, along with an assessment of the validity and reliability of the instruments, a discussion of the limitations of the study, and a description of the processes employed for data collection and analysis.

Purpose Statement

The purpose of this quantitative, descriptive, correlational, study was to investigate the relationship between EI and SE in CBOs working in School Districts in the state of California.

Research Questions

1. What is the level of EI among CBOs in California School Districts?

2. What is the level of SE among CBOs in California School Districts?

3. Is there a relationship between EI and SE among CBOs in California School Districts?

Research Design

Having good social-emotional skills in a public service setting is important. School administrators serve students and families. It is crucial to the success of a school district to employ or develop employees' emotional awareness and skills (Mahoney et al.,

2021). An individual's ability to be in tune with themselves will enable them to service and find satisfaction and gratification in their line of work. Lu et al. (2021) argued that efficient emotional self-management is important for those employed in the service sector because individuals who possess the ability to successfully regulate their emotions are better equipped to align their behaviors and appropriately express their emotions in accordance with the objectives and expectations of their respective organizations.

The research approach used in this study was a quantitative correlational study design. Quantitative research is characterized by systematic and structured approach to data collection and analysis (Nassaji, 2020). It primarily involves the use of numerical data and statistical methods to draw objective conclusions. Quantitative research focuses on collecting numerical data, such as measurements, counts, and percentages, to quantify and analyze phenomena. The aim is to gather observable and measurable data rather than subjective opinions or interpretations (Nassaji, 2020). In quantitative analysis, data are analyzed using statistical techniques such as regression analysis, t-tests, ANOVA, and correlation to uncover patterns, associations, or significant differences (Bolt et al., 2022).

Quantitative analysis' reliance on numerical data allows precision and objectivity, reducing the potential for bias and subjectivity in findings. Quantitative analysis also excels at uncovering patterns, trends, and relationships among variables, making it useful for informing decisions in fields such as economics, medicine, and social sciences. Quantitative research, however, often requires a large sample size, which can be costly and time-consuming to obtain, particularly in specialized or niche research areas. It may also oversimplify complex phenomena by reducing them to numerical values, potentially overlooking nuanced aspects of a subject.

The primary objective of this study was to examine the relationship between EI and SE characteristics, employing a quantitative, correlational research design. Consequently, the researcher adopted a non-experimental approach, focusing on establishing correlations between the identified variables. The explanatory design is employed to elucidate the relationship between variables, particularly in studies that primarily employ quantitative methods (McMillan & Schumacher, 2010). McMillan and Schumacher (2010) argued that correlational research is the most effective approach for examining correlations between phenomena and distinct population samples. Hence, the researcher deemed this approach the most suitable choice for this research endeavor. Statistical analysis for this study was entailed a comparison of the correlation coefficient to ascertain the presence and magnitude of the association between EI and SE among CBOs, in California school districts. The aim of the study was to investigate potential disparities in EI levels among CBOs within an educational context.

Population

A population is the group of people from which a sample is drawn (McMillan & Schumacher, 2010). Demographic characteristics define the target population, the large set of people in the world to which the results of the study will be generalized, whereas the study population is the subset of the target population available for study (Banerjee & Chaudhury, 2010). The study sample is a subset of the study population. The population for this study included all Chief Business Officials (CBOs) in California. In the context of this study, the term CBO encompasses the individual primarily responsible for overseeing the financial and operational aspects of the district. It is worth noting that, depending on the size and location of the school district, this position may be referred to

by various titles, such as Assistant Superintendent of Business Services or Finance Director. According to California Department of Education (n.d.), there are 938 school districts in California. Given that each school district must develop and monitor a budget, it can be estimated that there are 938 CBOs in the State of California.

Sample

A study sample refers to a cohort of individuals from whom data are gathered (McMillan & Schumacher, 2010). The sample for this study comprised CBOs in California School Districts, with a minimum representation of 100 schools. Based on information provided by the CDE, the state of California is home to 938 school districts (CDE, n.d.). The search type for the CDE directory was refined to exclusively encompass school districts that possessed an active status. Furthermore, the search results solely encompassed elementary, high school, and unified school districts.

Random sampling can be used to draw representative or unbiased samples from the population, in which each member of the population as a whole of the population (McMillan & Schumacher, 2010). In this study, CBOs selected from California received an anonymous survey, and the researcher sampled the first 100 respondents from whom to sampled in this study, the researcher will be looking to generalize statements for all CBOs. The goal of the researcher was to identify a sample of 100 participants who had successfully filled out surveys, representing a diverse range of positions including CBOs, Assistant Superintendents of Business Services, and Finance Directors, from the938 school districts.

The researcher identified California CBOs through the CDE School Directory and established an email distribution list of all CBOs. The list excluded Charter Schools and

County offices of Education. Via the email distribution list, CBOs (Assistant Superintendent of Business Services and Fiscal Directors) from each of the 938 schools received an invitation to participate in the study. Using SurveyMonkey assisted in producing the number of responses that helped keep track of surveys completed. A potential restriction of this study was the possibility of not achieving a sample size of 100 replies, which could delimit the study.

Instrumentation

Two instruments were used in this study. They included General Self-Efficacy (GSE; see Appendix A) and Wong and Law Emotional Intelligence Scale (WLEIS; see Appendix B) . Both of them are well-established and have been verified.

Awadzi-Calloway (2010) found that the four dimensions of the WLEIS demonstrated high internal reliability. Specifically, the reported alpha coefficients for the dimensions were 0.86, 0.85, 0.79, and 0.82, respectively, for both supervisor and subordinate responses. Based on the results of an independent investigation on the reliability of the scale, certain components were found to have reliability coefficients ranging from 0.83 to 0.85, 0.74 to 0.89, 0.76 to 0.82, and 0.66 to 0.83, as reported by Aslan and Ahmet (2008). The GSE scale has been widely used in several global contexts over the past two decades, garnering recognition from experts for its commendable reliability and validity. The GSE has consistently demonstrated strong internal consistencies. The Cronbach ratings exhibit a range of 0.75 to 0.90, with the majority of them concentrated in the higher 0.80s. The WLEIS assessment scale consists of 16 components and is organized into four unique aspects, as shown in Appendix A. These aspects include self-emotional appraisal, others' emotional evaluation, use of emotion,

and regulation of emotion (Trivellas et al., 2013). An aspect refers to a specific, narrow facet of EI whereas a component group related aspects together to create a higher-level category. A factor is a statistical concept that can be used to analyze the underlying structure of the scale. Four questions are used to assess each factor individually. The WLEIS employs a Likert scale consisting of seven points, with values ranging from 1 = *strongly disagree* to 7 = *strongly agree*. The scale includes intermediate values such as 2 = *disagree*, 3 = *somewhat disagree*, 4 = *neither agree nor disagree*, 5 = *slightly agree*, and 6 = *agree*. The 16 distinct components encompass the following:

1. Proficient comprehension of the underlying reasons behind personal emotional experiences.

2. A comprehensive understanding of one's own emotional states.

3. A profound comprehension of the emotional states experienced.

4. Consistent awareness of personal happiness levels.

5. Aptitude in discerning the emotions of friends through their behavioral cues.

6. Proficiency in observing and interpreting the emotions of others.

7. Demonstrating sensitivity towards the emotions and affective states of others.

8. A comprehensive understanding of the emotional experiences of individuals in one's immediate social circle.

9. Consistent establishment of personal goals followed by dedicated efforts towards their attainment.

10. The individual consistently affirms their competence.

11. They possess an intrinsic drive to motivate themselves.

12. They consistently foster self-encouragement to strive for optimal performance.

13. They exhibit the ability to regulate their emotions, enabling them to approach challenges with rationality.

14. They demonstrate adeptness in managing their own emotional responses.

15. The ability to rapidly regain composure in the face of intense anger is a characteristic I possess.

16. I exhibit proficient management of my emotional state.

The instrument used for the measurement of SE was GSE, a psychometric scale consisting of 10 items. The list comprises 20 items (see Appendix C). Schwarzer and Jerusalem (1995) asserted that the primary objective of the instrument is to assess an individual's degree of positive self-efficacy in managing the demands of their professional responsibilities. Additionally, the instrument aimed to measure the individual's aptitude for effectively navigating obstacles and setbacks encountered along their professional journey. The potential responses are as follows: Please assign a numerical value to each statement based on the following scale: 1 = *not at all true*, 2 = *barely true*, 3 = *moderately true*, and 4 = *exactly true*.

Data Collection

The researcher ensured the protection of the rights and privacy of all participants. After obtaining permission from the UMASS Global Institutional Review Board, the researcher contacted CBOs from 938 schools via e-mail, using the CDE directory to obtain their contact information and filtering the spreadsheet to only include Elementary, High School and Unified School Districts. The researcher then sent a follow-up email

sent 1 week later. Each participant received an e-mail explaining the purpose of the study and informed consent with a survey link for participants to complete the survey via SurveyMonkey. The participants received a notification that any replies pertaining to or including identifiable features would be used solely for statistical purposes and would not be revealed or employed in an identifiable manner for any other objectives. The statistics report did not include any personal data that may be used to identify the respondents, such as their names, schools, districts, or addresses. The researcher sent four follow-up emails and phone calls to increase participation. The connections through California Association of School Business Officials along with the Financial Crisis Management Team and various County offices of education connections helped expand the outreach and increase participation. The researcher selected a random sample of at least 30 replies from each group, using the completed questionnaires.

Data Analysis

To conduct an analysis, each participant in the survey filled out the informed consent form as part of the overall process. The researcher informed each participant in the study that their responses to the survey would be treated in strict confidence. The password-protected electronic files, including all of the replies and data from the study, were accessible solely to the researcher to ensure that no individual responses could be traced back to their original respondents. All the information gathered will be discarded when this dissertation has been published and has been available for 5 years.

Data analysis involved using the WLEIS and GSE instruments. The analysis entailed importing the survey responses into two software programs: Mega Stat and Microsoft Excel. The Mega Stat software assisted in calculating descriptive statistics to

illustrate the characteristics of the sample group and their association with the larger population. Additional analysis included linear regressions.

To ascertain the degree of connection between numerous variables in RQ3, the researcher employed a linear regression analysis. Linear regression (LR) allows modelling of complex relationships between the dependent variable and independent variables. It can capture how changes in one or more predictors are associated with changes in the outcome variable. LR also helps control for the effects of confounding variables, which are variables that might influence the outcome but are not the primary variables of interest. Other benefits of linear regression include making predictions, hypothesis testing, variable selection, and assumption testing (Tenekedjiev et al., 2021). The tool provides a clear and direct analysis of coefficients, which made it well suited for assessing the correlation between EI and SE among CBOs in all school Districts.

The sample population was rated on their effectiveness on each performance indicator as measured by a five-point Likert scale, where 5 = *strongly disagree*, 4 = *disagree*, 3 = *neither agree nor disagree*, 2 = *agree*, and 1 = *strongly agree*. The researcher completed frequency distributions for questions and compiled and rated data based on the participants' responses. The data were presented in tabular form, specifically using tables to display the scores of EI and SE. Additionally, the researcher constructed a separate table to illustrate the relationships between these two variables and analyzed responses from each of the groups separately using the same procedures. According to McMillan and Schumacher's (2010) 7th edition of *Research in Education Evidence-Based Inquiry*, the term "this value" refers to the level of confidence that the researcher possesses in asserting that observed differences are not a result of random chance. A

confidence level of 0.05 indicates that the researcher has a high degree of certainty that any observed differences are due to chance no more than 5% of the time (McMillan & Schumacher, 2010). The identification of significant differences was accomplished by the application of *t*-tests to assess disparities between individual groups, as well as through the utilization of analysis of variance to evaluate the extent of variation among numerous groups for RQ2.

Limitations

This study had population external validity issues due to the sample population selected. Generalization is made based on similar size school districts but the characteristics of each school district can be different regardless of the size. Several other variables can be used to differentiate between leaders such as age, length of time at the district, gender, educational level of administrator, and socioeconomic status of the school district. Also, the day and time of the tests and when they were given may have influenced the test results. The instrumentation used can also be a limitation as the surveys addressed how the participants' emotional state impacts their SE. Participants could have feared that this information could be used against them even if the researcher advised that their names would remain confidential. There were also subject effects as Assistant Superintendents of Business Services, CBOs, and Finance Directors could have behaved differently or become more or less motivated to the study based on their personal feelings. The topic of EI is extensive and encompasses a wide range of influencing elements that could have limited this study. The small sample size compared to the overall population of California Schools CBOs limited the ability to generalize this study across this population. This study was also limited by the accuracy of the surveys

completed by Assistant Superintendents of Business Services, CBOs, and Fiscal
Directors.

Summary

The aim of this study was to examine the variations in EI and SE levels among
CBOs. This chapter included an examination of the population and sample for the study,
comprising of CBOs (Assistant Superintendents of Business Services and Fiscal
Directors) from a total of 938 school districts in the state of California. The researcher
also addressed the topic of instruments, encompassing the utilization of the WLEIS and
the GSE. The researcher also delved into the methodologies employed for data gathering
and analysis. The chapter concluded with a thorough examination of the study's
limitations.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

Overview

Chapter 4 of this quantitative, descriptive, correlational study starts with a review of the purpose and research questions investigated. This chapter contains a brief summary of the research design, techniques used to collect primary data, sample size, data cleansing procedures, and data analysis methods. After that, the study's findings are reported.

Purpose Statement

The purpose of this quantitative, descriptive, correlational study was to investigate the relationship between EI and SE in CBOs working in School Districts in the state of California.

Research Questions

The following research questions were addressed in the study:

1. What is the level of EI among CBOs in California School Districts?

2. What is the level of SE among CBOs in California School Districts?

3. Is there a relationship between EI and SE among CBOs in California School Districts?

Research Methods and Data Collection Procedures

The UMASS Global Institutional Review Board approved the researcher to contact CBOs associated with 938 schools. Participants were reached via email, using the California Department of Education (CDE) directory to gather their contact details. The contact spreadsheet was refined to include only Elementary, High School, and Unified School Districts. A follow-up email was sent after 1 week. All 938 participants received

an email explaining the study's purpose and informed consent with a survey link to complete the survey via SurveyMonkey. The participants received a notification that all data collected in the study would solely be used for the data analyses of this study. No identifiable information was collected and utilized in the study. In total, 161 responses were gathered for the study but only 157 were used because the other four were excluded due to the nature of their job classification as superintendents.

The researcher sent follow-up emails to all 938 CBOs through the CBO Fiscal Crisis Management Team (FCMAT) Listservs to increase participation. The target was to gather at least 30 complete responses from each group based on the size of the school district. The group considered in this study was the size of the school district. The groups included 0 to 300 ADA group, 301 to 1000 ADA group, 1001 to 30,000 ADA group, 30,001 to 400,000 ADA group, and 400,001 and over ADA group. The final participants included 12 participants from 0 to 300 ADA group (7.6%), 21 participants from 301 to 1000 ADA group (13.4%), 120 participants from 1001 to 30,000 ADA group (76.4%), four participants from 30,001 to 400,000 ADA group (2.5%), and no participants from 400,001 and over ADA group, see Table 1.

There were also 67 responses from the Assistant Superintendent of Business Services (41.6%), 85 responses from the CBOs (52.8%), five responses from the Finance director (3.1%), and four responses from other positions (2.5%), see Table 1. The participants with other as a job classification were excluded from the analyses. Therefore, only 157 participants were included in the analyses. Descriptive statistics were used to present SE and EI study variables. Linear regression analyses were conducted to analyze the data and address the research questions posed in the study.

Table 1

Frequencies and Percentages of Size of District based on ADA (Average Daily

Attendance) and Job Classification

	N	*%*
ADA (*N* = 157)		
0 to 300	12	7.6
301 to 1000	21	13.4
1001 to 30,000	120	76.4
30,001 to 400,000	4	2.5
400,001 and over	0	0
Job Classification (*N* = 161)		
Assistant Supt of Business Services	67	41.6
Chief Business Official	85	52.8
Finance Director	5	3.1
Other	4	2.5

Presentation and Analysis of Data

The study variables involved were SE scores and EI scores.

Research Question 1: Emotional Intelligence Descriptives

The EI core was measured using 16 Wong and Law Emotional Intelligence

Questionnaire items. The responses were averaged to calculate the EI total score.

Subscale scores were also calculated for self-emotions appraisal, regulation of emotions

appraisal, and use of emotions appraisal. The descriptive statistics of the EI variables are

presented in Table 2. The mean EI Total score 5.91 (SD = 0.61). The highest subscale

mean was observed for self-emotions appraisal (M = 5.98, SD = 0.69), followed by the

use of emotions appraisal (M = 5.92, SD = 0.85). The mean regulation of emotions

appraisal 5.70 (SD = 0.81) and the mean regulation of others emotion is 5.91(SD = 0.85).

The descriptive statistics for the individual item responses for EI are presented in

Appendix D.

Table 2

Descriptive Statistics of EI Total and Subscale Scores

	N	M	SD	Var	Min	Max	Range	SE Mean
EI Total	157	5.91	0.61	0.37	4.12	7	1.88	0.05
Self-emotions appraisal	157	5.98	0.69	0.47	3	7	4	0.05
Regulation of emotions appraisal	157	5.70	0.81	0.66	3	7	4	0.06
Use of emotions appraisal	157	5.92	0.85	0.73	3	7	4	0.07
Other's Emotions appraisal	157	5.91	0.85	0.73	3	7	4	0.07

Research Question 2: Self-Efficacy Descriptives

The descriptive statistics of SE scores are presented in Table 3. The mean score is

34.04 (SD = 3.39). The range of values was from 10 to 40, with a range of 14. The

descriptive statistics for the individual item responses for SE are presented in Appendix

E.

Table 3

Descriptive Statistics for SE Total Score

	N	M	SD	Variance	Min	Max	Range
SE Total	157	34.04	3.39	11.49	26	40	14

Research Question 3: Emotional Intelligence and Self-Efficacy Analyses

Linear regression analyses were conducted to determine whether EI and the

subscale scores of EI significantly predict participants' SE scores. The analysis aimed to

determine whether EI and its subscale scores significantly predict the SE of the study

participants. Table 4 displays the linear regression model summary for EI total as the

predictor variable on SE scores for CBOs in the study. Based on the ANOVA results, the

model is significant in predicting the SE scores of the participants in the survey (F

$(1,156)$ = 62.68, p < .001).

Table 4 contains a summary of the linear regression model used in the analysis. The predictor variable (independent variable) is the total score of EI total, and the outcome variable (dependent variable) is the SE scores of CBOs in the study. In this case, the model is significant, meaning that the predictor variable (EI total) is associated with changes in the outcome variable (SE scores).

In summary, the table and accompanying explanation provide evidence that EI, particularly the total score of EI, significantly predicts the SE of the study participants, as indicated by the significant ANOVA results. The regression coefficient in Table 4 shows that EI significantly predicts SE scores ($B = 3.00$, $p < .001$). The coefficient of 3.00 indicates that an increase in one unit of EI increases 3.00 in the SE scores. Based on the R-square value, the EI total score predicts 28.8% in the SE variance.

Table 4

Regression Results for EI as a Predictor of SE

Variables	B	SE	t (df=155)
SE	16.27		
EI	3.00	0.37	7.91*

*$p < .001$

Self-Emotional Appraisal

Based on the ANOVA model summary results, the model is significant in influencing SE ($F (1,156) = 31.61$, $p < .001$). The regression coefficient presented in Table 5 shows that self-emotional appraisal significantly predicts SE scores ($B = 2.02$, $p < .001$). The coefficient of 2.02 indicates that an increase in one unit of self-emotional appraisal results in an increase of 2.02 in the SE scores. Based on the R-square value, the self-emotional appraisal predicts 16.9% of the SE variance. The R-square for self-

emotional appraisal is lower than the overall EI score, indicating that the overall EI is better than predicting participants' SE.

Table 5

Regression Results for Self-emotional Appraisal as a Predictor of SE

Variables	*B*	SE	*t (df=155)*
SE	21.93		
Self-Emotional Appraisal	2.02	0.36	5.62*

*p < .001

Regulation of Emotion

The linear regression model summary for emotion regulation as the predictor variable of participants' SE scores determined that the model is significant in predicting the SE scores (F (1,156) = 21.63, p < .001). The regression coefficient presented in Table 6 shows that emotion regulation significantly predicts SE scores (B = 1.46, p < .001). The coefficient of 1.46 indicates that an increase in one unit of regulation of emotion results in a rise of 1.46 in the SE scores. Based on the R-square value, the regulation of emotions predicts 12.2% of the SE variance.

Table 6

Regression Results for Regulation of Emotion as a Predictor of SE

Variables	*B*	SE	*t (df=155)*
SE	25.72		
Regulation of Emotion	1.46	0.31	4.65*

*p < .001

Use of Emotion

The linear regression model summary for the use of emotion as the predictor variable indicates that the model is significant in predicting the SE scores (F (1,156) =

33.17, $p < .001$). The regression coefficient presented in Table 7 shows that the use of emotion significantly predicts SE scores (B = 1.65, $p < .001$). The coefficient of 1.65 indicates that an increase in one unit of use of emotion results in a rise of 1.65 in the SE scores. Based on the R-square value, the use of emotions predicts 17.6% of the SE variance. The R-square value is higher for the use of emotion than for the regulation of emotion, indicating that the use of emotion has a stronger relationship with SE than the regulation of emotion. However, the R-square for the EI total is higher than the R-square for all EI subscales, indicating that the EI total has a stronger relationship with SE than all other EI subscales.

Table 7

Regression Results for Use of Emotion as a Predictor of SE

Variables	B	SE	t (df=155)
SE	23.94		
Use of Emotion	1.65	0.28	5.75*

$*p < .001$

Others Emotion Appraisal

The linear regression model summary for others emotion appraisal variable as the predictor variable, indicates that the model is significant in predicting the SE scores (F $(1,156) = 38.47, p < .001$). The regression coefficient presented in Table 8 shows that others emotion appraisal variable significantly predicts SE scores ($B = 1.77, p < .001$). The coefficient of 1.77 indicates that an increase in one unit of others emotion appraisal variable results in an increase of 1.77 in the SE scores. Based on the R-square value, the others emotion appraisal variable predicts 19.9% in the SE variance.

Table 8

Regression Results for Others Emotion Appraisal Variable as a Predictor of SE

Variables	B	SE	t (df=155)
SE	23.55		
Others Emotion Appraisal	1.77	0.28	6.20*

*$p < .001$

EI Subscales for Each District Size

Linear regression analyses were also conducted for each district size. Table 9 shows the regression results for the 0 to 300 ADA group. Based on the regression results, the EI total significantly predicts the SE scores of participants ($B = 2.95$, $p = .0234$). The results for RQ3 indicate that EI total is significant in changes associated in SE scores. EI total explains 41.7% of the variance in SE scores. There is also a significant predictive relationship between self-emotion and SE of participants ($B = 2.29$, $p = .0350$). Self-emotion explains 37.3% of the variance in the SE scores. Moreover, the use of emotion variable significantly predicts the SE scores of participants ($B = 1.17$, $p = .0384$). The use of emotion variable explains 36.2% of the variance in the SE scores. There is no significant predictive relationship between the regulation of emotion and SE ($B = 0.43$, $p = .7418$) as well as between others emotion variable and SE ($B = 1.92$, $p = .1608$) of participants. The highest R-squared value is observed for SE and EI total scores of .417, indicating that the EI total is the most significant predictor of SE for the 0 to 300 ADA group.

Table 9

Regression Results for 0 to 300 ADA Group

Variables	B	SE	t (df=10)	R²
Self–Efficacy	15.68			
EI Total	2.95	1.10	2.67	.42

Variables	B	SE	t	p
Self–Efficacy	19.34			
Self-Emotion	2.29	0.94	2.43	.37
Self–Efficacy	30.20			
Regulation of Emotion	0.43	1.27	0.33	.011
Self–Efficacy	26.17			
Use of Emotion	1.17	0.49	2.38	.36
Self–Efficacy	22.14			
Others Emotion	1.92	1.26	1.51	.19

$*p < .001$

Table 10 the regression results for the 301 to 1000 ADA group. The regression results for RQ3 indicate that the EI total significantly predicts the SE scores of participants ($B = 3.27$, $p = .0023$). EI total explains 39.6% of the variance in SE scores. There is also a significant predictive relationship between self-emotion and SE of participants ($B = 0.81$, $p = .0421$). Self-emotion explains 20% of the variance in the SE scores. Moreover, the regulation of emotions variable significantly predicts the SE scores of participants from the 301 to 1000 ADA group ($B = 2.67$, $p = .0065$). The regulation of emotions variable explains 32.9% of the variance in the SE scores. There is also a significant predictive relationship between others' emotions variable and SE ($B = 2.42$, $p = .0038$) of participants from the 301 to 1000 ADA group with other emotions variable explaining 36.3% of the variance in SE. There is no significant predictive relationship between the use of emotion and SE ($B = 1.44$, $p = .0963$) of participants. The highest R-squared value is observed for SE, and the EI total scores are .396, indicating that the EI total is the most significant predictor of SE for the 301 to 1000 ADA group.

Table 10

Regression Results for 301 to 1000 ADA Group

Variables	B	SE	t (df=19)	R²
Self–Efficacy	14.01			
EI Total	3.27	0.93	3.52**	.39

Self-Efficacy	22.76			
Self-Emotions	1.76	0.81	2.17*	.20
Self-Efficacy	17.42			
Regulation of Emotions	2.67	0.87	3.05**	.32
Self-Efficacy	24.53			
Use of Emotions	1.44	0.83	1.75	.13
Self-Efficacy	19.11			
Others' Emotions	2.42	0.73	3.29**	.36

**$p < .01$; *$p < .05$

Table 11 shows the regression results for the 1001 to 30,000 ADA group. Based on the regression results, all EI variables significantly predict participants' SE. EI total significantly predicts the SE scores of participants ($B = 2.94$, $p < .001$). EI total explains 25.3% of the variance in SE scores. There is also a significant predictive relationship between self-emotion and SE of participants ($B = 2.04$, $p < .001$). Self-emotion explains 13.9% of the variance in the SE scores. Moreover, the regulation of emotions variable significantly predicts the SE scores of participants ($B = 1.51$, $p < .001$). The regulation of emotions variable explains 13.4% of the variance in the SE scores. There is a significant predictive relationship between the use of emotion and SE ($B = 1.78$, $p < .001$) of participants, with the use of emotions explaining 15.1% of the variance in SE scores. There is also a significant predictive relationship between others' emotions variable and SE ($B = 1.68$, $p < .001$) of participants with other emotions variable explaining 17.2% of the variance in SE. The highest R-squared value is observed for SE, and the EI total scores are .253, indicating that the EI total is the most significant predictor of SE for the 1001 to 30,000 ADA group.

Table 11

Regression Results for 1,001 to 30,000 ADA Group

Variables	*B*	SE	*t (df=118)*	R²
Self-Efficacy	16.82			

EI Total	2.94	0.46	6.32*	.25
Self-Efficacy	22.02			
Self-Emotion	2.04	0.46	4.35*	.14
Self-Efficacy	25.82			
Regulation of Emotion	1.51	0.35	4.27*	.13
Self-Efficacy	23.22			
Use of Emotion	1.78	0.39	4.57*	.15
Self-Efficacy	24.19			
Others Emotion	1.68	0.34	4.95*	.17

*$p < .001$

Linear regression analyses were supposed to be conducted for the group 30,001 to 400,000 ADA. However, the sample size was not adequate, with only four samples. Therefore, conducting a linear regression analysis for this group was not possible.

Summary

The purpose of this quantitative, descriptive, correlational study was to investigate the relationship between EI and SE in CBOs working in School Districts in the state of California. The results for the EI descriptives revealed significant mean scores for EI Total and its subscales, particularly self-emotions appraisal and use of emotions appraisal. These scores indicated a considerable level of emotional awareness and regulation among participants, potentially influencing their SE levels. Non-significant findings were seen in regulation of emotions appraisal, which showed a slightly lower mean compared to the other subscales but still demonstrated a substantial level of emotional regulation. However, its predictive relationship with SE was not significant in the regression analysis.

For SE descriptives, the significance was that the mean SE score indicated a moderate to high level of perceived self-efficacy among participants, contributing to their overall effectiveness within CBOs. A non-significant finding was that the SE mean was

robust and no variability was observed in the descriptive statistics, indicating a consistent perception of self-efficacy across participants.

For EI and SE, linear regression analyses demonstrated a strong predictive relationship between EI Total score and SE, indicating that higher levels of emotional intelligence corresponded to increased self-efficacy among participants. Subscale analyses further elucidated specific dimensions of EI influencing SE significantly. Despite the significance of EI Total score, not all EI subscales significantly predicted SE. Regulation of emotions appraisal did not show a significant predictive relationship with SE, suggesting that emotional regulation alone might not directly impact self-efficacy levels.

The significance of EI subscales for each district size was that the regression analyses for different ADA size school districts highlighted the varying impact of EI on SE across organizational scales. Notably, in smaller ADA school districts, EI Total score emerged as the most significant predictor, reflecting the overarching influence of EI on self-efficacy. In larger ADA school districts, although all EI variables significantly predicted SE, the variance explained by each variable varied. For instance, although the regulation of emotions appraisal was significant, its explanatory power in predicting SE was comparatively lower than that of EI Total score. Based on the study's results, the level of EI is at a high level, with a mean of 5.91. The range of mean scores was from 4.11 to 7. The level of SE has a mean score of 34.04, ranging from 26 to 40. The SE scores are within the mid-range, which indicates that the level of SE of CBOs is moderate. For the third research question, a significant predictive relationship exists between EI and self-efficacy among CBOs in California School Districts.

The EI total has the strongest relationship with self-efficacy among the EI subscales, as evidenced by the highest R-squared value. In comparing the relationship between SE and EI based on the group size, the highest R-squared values are observed for the 0 to 300 ADA group. Therefore, the strongest relationship between SE and EI is observed for the 0 to 300 ADA group. The analysis results are inconclusive for the 30,001 to 400,000 ADA group because there are only four samples in this group. The linear regression analyses conducted for the study have addressed the third research question, considering EI total and subscale scores as predictor variables. The results indicate a significant relationship between EI and SE. The study underscores the substantial predictive relationship between EI and SE among CBOs, with EI Total score emerging as a consistent predictor across diverse ADA size school districts. Enhancing EI may offer avenues for bolstering SE within CBOs, potentially leading to enhanced organizational outcomes. Nonetheless, further research with expanded sample sizes is imperative to validate and generalize these findings effectively. A notable limitation was encountered due to a small sample size in the 30,001 to 400,000 ADA school district, precluding regression analysis. Consequently, future studies should focus on expanding sample sizes to ensure robust generalizability. The results are discussed in more detail, and the references to existing literature are provided in Chapter 5. Conclusions and recommendations are also drawn in Chapter 5 to end the study.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this quantitative, descriptive, correlational study was to investigate the relationship between emotional intelligence and self-efficacy in CBOs working in School Districts in the state of California. The study's primary focus was on CBOs in California School Districts, with a minimum representation of 100 schools. The data were collected using GSES and WLEIS based on the 16-item measure of scale via SurveyMonkey. Descriptive and correlational analyses were used to address the primary objectives of the study, examining the relationships between the study variables. The study variables under investigation were SE scores and EI scores. In total, 157 responses were gathered for the study. Descriptive statistics were used to provide a descriptive analysis of the study's variables of SE and EI. Linear regression analyses were conducted to evaluate relationships between the independent and dependent variables associated with the study. This chapter includes a discussion on the interpretation of findings, limitations of the study, recommendations, implications, and a conclusion of the study.

Major Findings

This section contains a summary of the key findings from the analysis of the three research questions regarding the level of EI among CBOs in California School Districts. It also includes a review the findings related to the level of SE among CBOs. Finally, the findings regarding the relationship between EI and SE for CBOs in California School Districts are reviewed.

Emotional Intelligence

      The theme of EI addressed Research Question 1, which was, "What is pertained to ascertaining the level of emotional intelligence exhibited by CBOs within California School Districts. Examination of the study outcomes revealed a mean (EI Total) score of 5.91 ($SD = 0.61$) as gauged by the WLEIS, signifying a pronounced degree of emotional intelligence among the participants. The average score of 5.91 indicates that participants' assessments predominantly ranged from agreement to strong agreement, indicative of a heightened level of EI proficiency within the sampled participants. The study by Ayse and Oya (2020) confirmed the present study's findings as their evaluation of effective management of emotional abilities proved that EI, based on one's abilities, plays a significant role in enhancing organizational citizenship behaviors and mitigating counterproductive workplace behaviors within the work environment. The findings of this study were further affirmed by Alzoubi et al. (2021) who demonstrated a significant, favorable correlation between managers' EI and their strategic choices. In the study's context, CBOs with high EI showed strong self-awareness, empathy, and the ability to inspire and motivate their teams. Per Bradberry and Greaves' (2019) framework on EI, awareness regulates behavior and promotes healthy relationships.

      Per the findings from the current study, the CBOs EI was high. The highest subscale mean was observed for the self-emotion appraisal ($M = 5.98$, $SD = 0.69$), followed by emotion appraisal ($M = 5.92$, $SD = 0.85$). The mean regulation of emotions appraisal was 5.70 ($SD = 0.81$). The findings suggest that the highest suggested score observed was for self-emotion appraisal, indicating that members were, on average, skilled at recognizing their emotions. Loi et al. (2021) confirmed the present study's

findings that better EI substantially correlated with higher positive and lower negative affect. The CBOs in District schools' self-emotions appraisal ($M = 5.98$, $SD = 0.69$) indicated that the CBO, on average, had a relatively high level of skill in recognizing and understanding their emotions. Within the workplace, leaders who portray EI show an increase in their transformational leadership, which would lead to higher employee productivity (Pinos et al., 2013). Therefore, EI is essential among workplace leaders in decision-making, problem-solving, building relationships, and fostering a positive work environment. The use of the emotional appraisal subscale had a score of 5.92, indicating that members typically tested a tremendous potential for decision-making tactics. The findings imply that CBO could harness their feelings to aid in problem-solving, motivation, and interpersonal interactions.

Furthermore, the WLEIS subscales included the dimensions of EI. The subscale measuring self-emotional appraisal had a mean rating of 5.98 ($SD = 0.69$), suggesting that participants displayed an exceptionally high ability to perceive and comprehend their emotions (Trivellas et al., 2013). These findings are affirmed by the study of Deyanira et al. (2023) who demonstrated how EI interventions and training can enhance a person's capacity to cope with stressful situations and traumatic events. CBOs in schools frequently come upon various complicated challenges and excessive-pressure situations, such as economic management, resource allocation, and strategic decision-making (Willis et al., 2018). The findings of this study are further affirmed by Lu et al. (2021), who emphasized the importance of understanding EI and its influence on emotional labor and job satisfaction. In further support of the findings, Bradberry and Greaves (2019) directly aligned EI with leadership roles, making it highly relevant for assessing the EI of

Assistant Superintendents of Business Services, CBOs, and Fiscal Directors in K–12 school districts. As a result, having those responsibilities results in increased strain stages and exposure to demanding responsibilities from the job. Therefore, developing emotional solid intelligence competencies is essential for CBOs to navigate those situations efficaciously and impact job satisfaction.

Self-Efficacy

The theme of SE was developed by RQ2, which was, "What is the level of self-efficacy among CBOs in California School Districts?" According to the results of this study, the SE level had a mean score of 34.04, (SD 34.04) ranging from 26 to 40. The self-efficacy scores were within the mid-range, indicating that CBOs SE level is moderate (Schwarzer and Jerusalem 1995). Self-efficacy in the context of CBOs in California School Districts is a vital factor in their capability to manipulate their responsibilities effectively and contribute to the district's success (Goleman et al., 2013). The score of 34.04 suggests that, on average, CBOs possess a moderate level of self-efficacy (Schwarzer and Jerusalem (1995). Such scores indicate that CBOs generally believe in their capabilities to perform their duties as CBOs. Consistent with the moderate results scores in the present findings, Bandura (1997) confirmed that self-efficacy can be cultivated by achieving success amid challenging circumstances. Goleman et al. (2013) affirmed this view, noting that SE is believed to increase the capability to achieve their goals successfully. Understanding the level of SE among CBOs is critical for identifying regions of power and capacity areas for improvement.

Some individuals may exhibit higher levels of SE, whereas others may have lower levels (Moon, 2021). On the other hand, self-emotional appraisal, which involves a deep

understanding of emotions in the work environment, is associated with the qualities of a good leader (Trivellas et al., 2013). Halliwell et al. (2022) examined the associations of enhanced EI, leadership SE, and task-oriented leadership behavior. The study's results indicated that individuals with higher levels of EI were more likely to exhibit task-oriented leadership behavior and have greater leadership SE. This finding suggests that EI is crucial in shaping leadership behaviors and attitudes. Halliwell et al. also found that individuals who were able to effectively manage their emotions and understand the feelings of others were better equipped to handle the demands of leadership roles. This directly ties back to the findings of this study that shows a high level of EI and moderate level of SE among CBOs.

The regression coefficient presented in Table 6 shows that self-emotional appraisal significantly predicts SE scores ($B = 2.0257$, $p < .001$). A higher SE promotes performance and engagement among employees and leaders as well. For instance, CBOs with higher SE are more likely to set ambitious goals, take initiative, and persist in demanding situations (Goleman et al., 2013; Schwarzer, 1992). In support, R. A. Davis (2010) identified that the development of SE is crucial as it is regarded as one of the most pivotal intangible qualities in effective leadership. Bandura (1997) posited that the realm of effective leadership highlights the interdependence of EI and SE in shaping leadership effectiveness.

A moderate level of SE suggests that, on average, CBOs in California School Districts possess reasonable confidence in their abilities to carry out their duties. This level of SE can have several implications. The regression coefficient presented in Table 8 shows that emotion regulation significantly predicts self-efficacy scores ($B = 1.4602$, $p <$

.001). The findings of this study are consistent with the results reported by Goleman et al. (2013), as there is a belief that SE can be transmitted to others and subsequently influence their confidence level. In Bandura's (1997) sentiments, SE, or confidence in one's abilities, has also been researched and proven essential for effective leadership. For instance, CBOs with moderate SE may approach their responsibilities with a sense of competence and belief in their capacity to make informed decisions, manage finances, and allocate resources effectively.

On the other hand, those with decreased SE can also benefit from focused interventions and guidance to enhance their self-guarantee and belief in their competencies (Zhang & Schwarzer, 1995). The findings of the current study suggest that the extent of self-efficacy among CBOs in California School Districts is slightly different. Further studies and interventions can be explored to understand better the factors influencing CBOs' self-efficacy, self-belief, and efficacy in their essential roles within the school.

Emotional Intelligence vis-à-vis Self-Efficacy

The relationship between EI and SE was examined under Research Question 3, which was, "Is there a relationship between EI and SE among CBOs in California School Districts?" According to the results of this study, there is a significant predictive relationship between EI and SE among CBOs in California School Districts. The findings of this study are consistent with the results reported by Sarani et al. (2020), who revealed a strong correlation between SE and EI scores. According to the results, there is a considerable predictive courting among EI and SE among CBOs in California School Districts. The predictive relationship between EI and SE means that CBOs with higher

degrees of EI are more likely to showcase SE in their roles. EI encompasses recognizing and managing emotions in oneself and others, whereas SE refers to a person's belief in their abilities to accomplish obligations and acquire preferred consequences.

Based on the regression results of this study, all EI variables significantly predict self-efficacy of participants from the 1001 to 30,000 ADA group. Based on the regression results for 301 to 1000 ADA group, EI total significantly predicts the SE scores of the participants from three of the four groups. Moreover, the regulation of emotions variable significantly predicts the SE scores of participants from the 1001 to 30,000 ADA group ($B = 1.5137$, $p < .001$). The results show that none of the EI scores predict SE for the group 30,001 to 400,000 ADA. The findings of this study are consistent with the results reported by Wu et al. (2019) whose findings demonstrated that a high level of SE was positively connected with a complete effect of EI. Wu et al. further acknowledged that an increase in EI had a significant impact on teachers' SE, but only when EI was effectively used to enhance teachers' performance. The correlation discovered in the present study further corroborates the findings of Sarani et al. (2020), in addition to assisting the belief that EI and SE are interconnected constructs. CBOs who have higher EI are more likely to have a better understanding of their feelings, use emotions correctly in decision-making, and alter their emotions in difficult situations (Uraz & Arhan, 2020). These EI abilities can contribute to a stronger belief in their very own talents, leading to higher degrees of self-efficacy.

The study's findings further indicated that the regulation of the emotions variable explains 13.4% of the variance in the self-efficacy scores. In affirmation, Agbaria (2021) examined EI and SE as indicators of classroom management abilities. The results showed

a positive correlation between Arab kindergarten instructors in Israel, EI, and SE with classroom management abilities and SE with classroom management skills correlated positively. Teachers exhibit emotional regulations to adapt to the school environment by regulating their emotions. The relationship between EI and SE has crucial implications for the professional development and help of CBOs. By recognizing the impact of EI on SE, educators, and policymakers can design targeted interventions and training packages that promote EI competencies amongst CBOs.

The present study's findings further revealed a significant predictive relationship between the use of emotion and SE of participants from the 1001 to 30,000 ADA group with the use of emotions explaining 15.1% of the variance in self-efficacy scores. Based on the regression results for 301 to 1000 ADA group., EI total significantly predicts the self-efficacy scores of participants from the 301 to 1000 ADA group. Moreover, the regulation of emotions variable significantly predicts the self-efficacy scores of participants from the 1001 to 30,000 ADA group ($B = 1.5137$, $p < .001$). The regulation of emotions variable explained 13.4% of the variance in the self-efficacy scores. Linear regression analyses were conducted for the group 30,001 to 400,000 ADA. For the group consisting of participants with ADA holdings ranging from 301 to 1000, the regression results indicate that EI total significantly predicts their SE scores, suggesting that higher levels of EI are associated with higher SE scores in this group. Additionally, in the group of participants with ADA holdings ranging from 1001 to 30,000, the variable of emotion regulation significantly predicts their SE scores. The coefficient (B) for this variable is 1.5137, and the statistical significance is indicated by $p < .001$. Furthermore, the variable of emotion regulation explains 13.4% of the variance in the self-efficacy scores of this

group. The findings of this study are consistent with the results reported by Debes (2021) as school principals' perceived SE substantially correlated with their EI competency. For this study's context, strengthening EI boosts SE levels, empowering CBOs to navigate demanding situations efficiently, make informed decisions, and contribute to the general achievement of the school district. Inmaculada et al. (2022) found that SE plays a mediating role in the relationship between EI and entrepreneurial intention. The CBOs ought to showcase high perceptions of their SE and EI competence.

Unexpected Findings

Although the study primarily aimed to investigate the predictive relationship between EI and SE scores among participants, several unexpected findings emerged, shedding light on nuanced relationships within the data.

1. **Variable Impact across District Sizes**: Contrary to initial expectations, the predictive power of EI and its subscales varied significantly across different district sizes. For instance, while EI Total remained a robust predictor across all district sizes, the predictive power of specific EI subscales differed markedly. This suggests that organizational context and scale may moderate the relationship between EI and SE, highlighting the need for tailored interventions based on organizational characteristics.

2. **Differential Impact of Emotional Intelligence Subscales**: The study revealed that the relationship between EI subscales and SE scores varied considerably. While some subscales, such as self-emotional appraisal, showed strong predictive power, others, like regulation of emotions, exhibited weaker associations. This underscores the complexity of emotional processes within the context of SE and

emphasizes the importance of understanding the differential effects of various emotional competencies on outcomes.

3. **Unexplored Territory in Large Districts**: One unexpected limitation emerged concerning the group with the largest district sizes. Due to the small sample size, conducting a reliable linear regression analysis was not feasible. This underscores the need for future research to explore the dynamics of EI and SE within larger organizational contexts, potentially uncovering unique patterns and associations.

These unexpected findings highlight the intricate nature of the relationship between EI and SE, pointing to avenues for further exploration and refinement of theoretical frameworks in this domain.

Conclusions

This study addressed the correlation between EI and SE among in California School Districts. The findings offer valuable insights into the emotional skills and perceived efficacy of these educational leaders. The research revealed that CBOs had a significant level of EI, with an average total score of 5.91 on WLEIS. More precisely, CBOs demonstrated the highest proficiency in evaluating and comprehending their own emotions, showing a robust capacity for self-emotional assessment, closely followed by their skill in appraising and utilizing emotions. Based on the findings it can be concluded that CBOs have strong emotional skills that allow them to effectively control their emotions and use them to guide their decision-making.

Furthermore, the research concludes that there is a moderate level of self-efficacy observed among CBOs as shown by a mean score of 34.04. Although there is a generally good impression of their skills to complete their jobs, there is still potential for

improvement in self-efficacy to strengthen leadership effectiveness. The study focused specifically on CBOs in California School Districts. The specificity limits the generalizability of the findings to different regions and contexts (see J. Chen et al., 2023). The limitation due to geographical location and organizational systems of California School Districts may also affect the relationship between EI and SE differently when compared to different states or international locations. The geographical location limited the study's scope as the findings do not reflect a global view on the phenomenon. Also, the replication of the study's findings to numerous settings was limited due to population characteristics—the limitations towards the credibility of the findings based on the criteria of the participants. The self-reported measures and scales were likely to lead to biases. Additionally, the exclusive reliance on self-record measures introduced the possibility for bias. Self-report measures are likely to tap into the issue of social desirability biases, wherein individuals also offer responses they perceive as more favorable or perfect to fit their preferences (Giromini et al., 2022). Self-report bias can introduce errors and compromise the accuracy of the data collected. Supplementing self-report measures with objective scales or multiple information resources could strengthen the validity of the findings.

Implications for Action

This section includes the study's implications based on the findings. The section contains a discussion of the positive social change that is likely to be felt as an impact. Recommendations for practice for professionals impacted by the study as well as

methodological implication follow. Additionally, theoretical and empirical implications are also discussed.

Positive Social Change

On an individual level, the findings encourage CBOs to interact in the development related to EI and, doubtlessly, improve SE. This increase can lead to advanced leadership, affecting their well-being and building interpersonal relationships within and beyond the place of business (Mysirlaki & Paraskeva, 2020). On a family level, as CBOs enhance their EI and enjoy multiplied SE, the benefits can extend to their family lives. Effective emotion control and assured decision-making can contribute to more harmonious family dynamics and provide a role model for family contributors, fostering surroundings that value emotional competence (Mindeguia et al., 2021). There is lack of literature on CBOs, EI, and SE, and based on the findings of this study, at the organizational level, school districts can anticipate success, advanced management, higher decision-making in proper resource management, and positive organizational culture as CBOs apply their EI in their daily operations. This practice can contribute to a more excellent, high-quality organizational way of life, leading to greater employee engagement and reduced worker turnover.

School districts that prioritize EI improvement may additionally become models for academic policy reform, endorsing EI as a crucial competency for educational leaders. Successful implementation of these abilities can encourage policymakers to advocate for EI education across academic systems, promoting more effective college management and potentially influencing educational effects on a broader scale. The findings can contribute to the increased significance of EI in school management. Policymakers and

educational bodies can consider integrating EI and SE improvement programs into leadership training and certification requirements for CBOs to ensure that future CBOs have the necessary EI and SE capabilities to guide correctly, promoting positive school climates, student fulfillment, and worker engagement. Moreover, the examination's implications encourage coverage discussions on mixing EI and SE in schools and in the broader curriculum, fostering emotional well-being and social-emotional knowledge among students.

Recommendations for Further Research

First, future researchers could pursue longitudinal observation designs to better understand the causative effects of EI on SE through the years. Such investigation will provide insights into the trajectories of the relationships between variables over the identified period of study. Such studies would account for the evolution of those attributes, their interplay with exercise, and the increase of expertise. Although linear regression analyses provided valuable insights into the relationship between EI and SE, the presence of non-linear relationships cannot be discounted. Future researchers could explore the possibility of non-linear associations between EI and SE, offering a more comprehensive understanding of these constructs' interplay. The study did not delve into potential mediating variables that might influence the relationship between EI and SE. Exploring factors such as job satisfaction, organizational climate, or leadership styles could provide a deeper understanding of the mechanisms through which EI impacts SE in organizational settings.

Future research could broaden the demographic scope beyond California by examining a wider geographic area to allow a better understanding of how cultural and

local factors influence EI and SE in the context of instructional leadership. The geographical location limited the study's scope, as the findings do not reflect a global view on the phenomenon. Third, the effect of EI on SE between CBOs in educational settings and leaders in different sectors can be compared to provide valuable insights into the particular demands of the academic management landscape. This comparative approach would shed light on the unique challenges and requirements faced by leaders in the field of education and provide a broader perspective on the relationship between EI and SE in different professional contexts. Fourth, by integrating qualitative methods. Incorporating qualitative techniques will explore the experiences of the CBO. Also, taking a mixed methods approach, researchers would validate quantitative findings, incorporating qualitative methods and imparting deeper insights into how CBOs understand and experience the interaction between EI and their feel of self-efficacy. Future studies could build on the proposed methodology to foster knowledge and add to the existing self-efficacy and EI literature. Additional research opportunities lie in comparing EI and SE among CBOs within elementary school districts and high school districts, aiming to investigate potential variations in EI and SE levels influenced by the complexity inherent in high school districts.

Recommendations for Practice

This section contains recommendations for practice for EI and SE and a discussion on enhancement of EI training, incorporating EI and SE in professional development, mentoring and coaching related to EI and SE, and finally methodological and theoretical implications that are likely to be felt as an impact.

Enhancement of Emotional Intelligence Training

Practitioners are encouraged to combine established EI development programs in the professional development agenda for CBOs. Such training programs and schooling should facilitate improvements in self-efficacy, improving choice-making and leadership effectiveness in school districts. As per Guy and Lee (2015), EI has gained significant attention in in-service training, especially in public service, increasing efforts to enhance the workers' EI and promote professional growth. It is recommended that academic institutions and policymakers prioritize the improvement of EI competencies amongst CBOs. Additionally, Bradberry and Greaves's (2019) framework aligns with the study's capability to advocate and inform training and development programs for educational leaders, benefiting individuals and the educational institutions they serve. Training packages and workshops can be designed to offer techniques for recognizing and regulating emotions, understanding others' feelings, and using feelings effectively. By investing in the emotional well-being and competence of CBOs, school districts can foster higher levels of self-efficacy and more effective leadership. This underscores the importance of incorporating EI and SE assessment in professional development, facilitating a comprehensive approach to enhancing leadership capabilities within educational settings.

Incorporation of EI and Self-efficacy Assessment in Professional Development

Policymakers and educators in school districts should incorporate EI tests into their non-stop expert development applications. Identifying strengths and areas for improvement in EI and self-efficacy can manually individualize increased plans for CBOs, leading to superior task overall performance. Incorporating EI and SE evaluation

as a part of professional development for CBOs can offer valuable insights into their present-day EI capabilities and SE. Various proven EI and SE assessment gear, including self-report questionnaires or performance-based assessments, can be applied to assess the components of EI and SE to enhance workplace relationship management. These checks can provide CBOs with comprehensive expertise in their strengths and regions for EI and self-efficacy development. By integrating mentorship and coaching initiatives alongside EI and SE assessment in professional development programs, school districts can cultivate a culture of effective leadership.

Mentorship and Coaching Initiatives

The established order of mentorship and education programs that pair seasoned executives with much less skilled CBOs can foster an alternative to EI abilities. This collaborative learning can aid in the increase of self-efficacy, nurturing, assurance, and capable school district leaders. As recommended, EI and mentors and coaches can use EI and SE evaluation results as the basis for presenting feedback and training to CBOs. Trained professionals or mentors can interpret the assessment outcomes, discover areas for growth and improvement, and offer constructive remarks to CBOs. The mentorship may be supplemented with training that assists CBOs in expanding techniques to enhance their EI and self-efficacy. The aggregate of feedback and coaching based totally on EI assessment can create a supportive environment for CBOs to work on their emotional intelligence skills actively. Moreover, understanding the impact of such tailored feedback and coaching sessions on CBOs' EI development can provide methodological insights into refining professional development strategies and fostering effective leadership practices within educational contexts.

Methodological Implications

 Methodologically, the findings of this study contribute to the existing research literature to explore the connection between EI and SE, particularly in the context of CBOs in California School Districts. The findings can inspire future researchers to use longitudinal designs and mixed-methods techniques as assets to deepen the insight based on underlying mechanisms and contextual factors that influence emotional intelligence and self-efficacy among CBOs. Additionally, the study underscores the cost of quantitative, descriptive, and correlational studies in instructional settings.

Theoretical and Empirical Implications

 Theoretically, the study will also improve SE and EI, especially inside educational management contexts. Knowledge of elements of the theory could provide insight into how CBOs gather EI competencies and apply them to improve self-efficacy. Also, the theoretical underpinning of self-efficacy and EI will foster effective leadership and shed light on its relationship with self-efficacy in the unique context of CBOs. Empirically, the study links the connection between EI and self-efficacy among CBOs in California School Districts. These empirical findings can be used for future studies, program development, and intervention layouts to decorate EI capabilities and SE beliefs among CBOs in instructional settings. Empirically, the observation adds to the present knowledge of the interplay between EI and SE, presenting a foundation for future studies exploring this dating with specific populations and diverse contexts.

Concluding Remarks & Reflection

 The purpose of this quantitative, descriptive, correlational study was to investigate the relationship between emotional intelligence and self-efficacy in CBOs working in

School Districts in the state of California. The findings spotlight the significance of EI in educational management, emphasizing its advantageous association with SE ideals amongst CBOs because it improves usual work relationships and selection-making. These findings have practical implications for nurturing EI and SE within school management. By incorporating EI and self-efficacy evaluation and targeted mentor improvement packages, educational administrators can empower CBOs to cultivate their EI and SE competencies. The study's implications go beyond the organizational and individual implications, in which EI and SE development positively impact organizational behavior and contribute to societal changes. These findings provide a basis for future research, policy discussions, and interventions geared toward nurturing EI abilities amongst CBOs, fostering decisive leadership, and promoting positive results within the educational sphere in the long run.

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APPENDICES

APPENDIX A

The General Self-Efficacy Scale (GSE)

Authors	Ralf Schwarzer & Matthias Jerusalem
Languages	The scale is available in 33 languages at http://userpage.fuberlin.de/~health/selfscal.htm
Origin	German version developed in 1979 by Matthias Jerusalem and Ralf Schwarzer, and later revised and adapted to 26 other languages by various co-authors. Citation: Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.
Purpose	The scale was created to assess a general sense of perceived self-efficacy with the aim in mind to predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events.
Population	The scale is designed for the general adult population, including adolescents. Persons below the age of 12 should not be tested.
Administration	The scale is usually self-administered, as part of a more comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the same response format. Time: It requires 4 minutes on average. Scoring: Responses are made on a 4-point scale. Sum up the responses to all 10 items to yield the final composite score with a range from 10 to 40. No recoding.
Description	The construct of Perceived Self-Efficacy reflects an optimistic self-belief (Schwarzer, 1992). This is the belief that one can perform a novel or difficult tasks, or cope with adversity -- in various domains of human functioning. Perceived self-efficacy facilitates goal-setting, effort investment, persistence in face of barriers and recovery from setbacks. It can be regarded as a positive resistance resource factor. Ten items are designed to tap this construct. Each item refers to successful coping and implies an internal-stable attribution of success. Perceived self-efficacy is an operative

	construct, i.e., it is related to subsequent behavior and, therefore, is relevant for clinical practice and behavior change.
Coverage	The scale can be applied, for example, to patients before and after surgery to assess changes in quality of life. Also, it can be used in patients with chronic pain or those within a rehabilitation program.
Reliability	In samples from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s. The scale is unidimensional.
Validity	Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favorable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, and health complaints. In studies with cardiac patients, their recovery over a half-year time period could be predicted by pre-surgery self-efficacy. More at: http://userpage.fu-berlin.de/~health/self/selfeff_public.htm
Strengths	The measure has been used internationally with success for two decades. It is suitable for a broad range of applications. It can be taken to predict adaptation after life changes, but it is also suitable as an indicator of quality of life at any point in time.
Weaknesses	As a general measure, it does not tap specific behavior change. Therefore, in most applications it is necessary to add a few items to cover the particular content of the survey or intervention (such as smoking cessation self-efficacy, or physical exercise self-efficacy). How to write such items is described in Schwarzer and Fuchs (1996).
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Appendix	English version by Ralf Schwarzer & Matthias Jerusalem, 1995

	1	I can always manage to solve difficult problems if I try hard enough.
	2	If someone opposes me, I can find the means and ways to get what I want.
	3	It is easy for me to stick to my aims and accomplish my goals.
	4	I am confident that I could deal efficiently with unexpected events.
	5	Thanks to my resourcefulness, I know how to handle unforeseen situations.
	6	I can solve most problems if I invest the necessary effort.
	7	I can remain calm when facing difficulties because I can rely on my coping abilities.
	8	When I am confronted with a problem, I can usually find several solutions.
	9	If I am in trouble, I can usually think of a solution.
	10	I can usually handle whatever comes my way.

Response Format	1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true

Wong and Law Emotional Intelligence Scale, WLEIS

How Emotionally Intelligent are You?

Instructions

Here is a short 16-item measure of emotional intelligence, developed for use in management research and studies. The items on the Wong and Law Emotional Intelligence Scale (WLEIS) are based on the ability model of emotional intelligence. A list of statements is provided below, and to complete this questionnaire, mark the extent to which you agree or disagree to each of the statements.

	Strongly Disagree	**Disagree**	**Slightly Disagree**	**Neither Agree nor Disagree**	**Slightly Agree**	**Agree**	**Strongly Agree**
1. I have a good sense of why I feel certain feelings most of the time.							
2. I have a good understanding of my own emotions.							
3. I really understand what I feel.							
4. I always know whether am happy or not.							
5. I always know my friends' emotions							

from their behavior.							
6. I am a good observer of others' emotions.							
7. I am sensitive to the feelings and emotions of others.							
8. I have a good understanding of the emotions of people around me.							
9. I always set goals for myself and then try my best to achieve them.							
10. I always tell myself I am a competent person.							
11. I am a self-motivating person							
12. I would always encourage							

myself to try my best.						
13. I am able to control my temper so that I can handle difficulties rationally.						
14. I am quite capable of controlling my own emotions.						
15. I can always calm down quickly when I am very angry.						
16. I have good control of my emotions.						

Scoring
Total Emotional Intelligence = Average items 1-16.
Total Self-emotions appraisal = Average items 1-4.
Total Regulation of Emotions = Average items 5-8.
Total Use of Emotion = Average items 9-12.
Total Others-Emotion Appraisal = Average items 13-16.

Interpretation
Mean scores from a sample of 418 undergraduate students in Hong Kong showed an average score of 4.01 for Self-emotions Appraisal, 3.78 for Regulation of Emotions, 4.09 for Use of Emotion and 4.15 for Others-Emotion Appraisal. A second sample of factory workers in China showed an average score of 4.84 for self-emotion appraisal, 4.27 for Regulation of Emotions. 4.57 for Use of Emotion and 4.60 for Others-Emotions Appraisal.

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APPENDIX C

GSE Scale List

(1) I possess the ability to successfully resolve challenging problems through diligent effort.

 (2) In the event of opposition, I possess the capacity to identify and employ effective strategies to achieve my desired outcomes.

(3) I find it effortless to maintain focus on my objectives and accomplish my goals.

(4) I hold a strong belief in my capability to efficiently manage unexpected events.

 (5) My resourcefulness equips me with the necessary skills to navigate unforeseen circumstances.

 (6) By investing the requisite effort, I am proficient in solving a majority of problems.

 (7) I am able to maintain composure when confronted with difficulties due to my reliance on effective coping mechanisms.

 (8) When faced with a problem, I typically possess the ability to generate multiple solutions.

 (9) In times of trouble, I am usually able to devise a solution.

 (10) I possess the capacity to effectively handle any challenges that come my way (Schwarzer & Jerusalem, 1995).

APPENDIX D

Descriptives for EI

Descriptive Statistics for EI Individual Responses

	N	*M*	*SD*	Variance	Min	Max	Range
EI Question 1	157	6.04	0.83	0.63	1	7	6
EI Question 2	157	5.99	0.85	0.73	3	7	4
EI Question 3	157	5.86	0.86	0.74	3	7	4
EI Question 4	157	6.03	0.99	0.99	1	7	6
EI Question 5	157	5.34	1.14	1.29	1	7	6
EI Question 6	157	5.80	0.97	0.95	2	7	5
EI Question 7	157	5.85	1.01	1.01	2	7	5
EI Question 8	157	5.80	0.92	0.85	3	7	4
EI Question 9	157	6.10	1.08	1.18	1	7	6
EI Question 10	157	5.81	1.28	1.64	1	7	6
EI Question 11	157	6.22	0.98	0.97	1	7	6
EI Question 12	157	6.35	0.91	0.83	1	7	6
EI Question 13	157	6.12	0.88	0.77	3	7	4
EI Question 14	157	6.01	0.92	0.85	3	7	4
EI Question 15	157	5.61	1.19	1.41	1	7	6
EI Question 16	157	5.92	0.98	0.96	3	7	4

APPENDIX E

Descriptives for SE

Descriptive Statistics for SE Individual Responses

	N	*M*	*SD*	Variance	Min	Max	Range
SE Question 1	157	3.45	0.50	0.25	3	4	1
SE Question 2	157	2.76	0.57	0.32	1	4	3
SE Question 3	157	3.26	0.60	0.36	1	4	3
SE Question 4	157	3.50	0.50	0.25	3	4	1
SE Question 5	157	3.45	0.51	0.26	2	4	2
SE Question 6	157	3.66	0.49	0.24	2	4	2
SE Question 7	157	3.52	0.55	0.30	2	4	2
SE Question 8	157	3.50	0.55	0.30	2	4	2
SE Question 9	157	3.45	0.55	0.30	1	4	3
SE Question 10	157	3.50	0.53	0.28	2	4	2