



Modelling the Influence of Teachers' Trait Emotional Intelligence on Leader Action Self-Efficacy: A Theoretical Approach

Bala Salisu^{1*}

¹*School of Management Studies, The Federal Polytechnic Damaturu, 620001 Damaturu, Yobe State, Nigeria.*

Abstract

Purpose: The purpose of this paper is to develop a theoretical model for investigating the relationship between the trait emotional intelligence (trait EI) of teachers as leaders and leader self-efficacy within the context of polytechnic education in Nigeria. **Design/Approach:** We employ the narrative literature design in generating extensive summaries of trait EI and leader self-efficacy, based on seven propositions that highlight the theoretical relationship between the four dimensions of trait EI and leader action self-efficacy were put forward. **Findings:** The product of this paper (a research model) shows that there is a theoretical, empirical and researchable relationship between the various dimensions of trait EI of teachers as leaders and the leader action self-efficacy which is one of the three factors in the Leader Efficacy Questionnaire (LEQ). **Practical implications:** Our findings can help educational administrators and researchers understand the role of personal dispositions of teachers as it impacts how they provide academic leadership to their superordinates, peers, subordinates and students. **Originality:** While research abounds on the EI of teachers as it relates to facilitating teaching and learning, very little is available on the trait EI of teachers as leaders as it appertains to their perceived capability to perform important leader action functions (e.g., motivating, coaching and inspiring colleagues and students). We develop a model for investigating this gap.

Keywords: *Trait Emotional Intelligence, Self-Efficacy, Teachers as Leaders, Leader Action Self-Efficacy, Polytechnics, Nigeria.*

Introduction

Nigerian polytechnics were established to provide the highest level of technical manpower for industry, commerce and government^{1, 2}. How credibly well the polytechnics severally and collectively satisfy this singular purpose largely depends on the quality of academic leadership they enjoy. However, it has been observed that leadership in Nigerian organisations, the polytechnics not excluded, is at best pedestrian and at worst insensitive to the fair expectations of all stakeholders³. Despite the conspicuousness of this fundamental problem, most of the extant research efforts into the challenges bedeviling Nigerian institutions, especially polytechnics, concentrate mostly on policy issues relating to funding, infrastructure, and power structure⁴. Leadership and human resource problems, especially their behavioural level antecedents, remain neglected⁵⁻⁹. Indeed, the idea of leveraging the strategic potentials of leaders' soft skills to drive performance was seldom investigated within the context of Nigerian polytechnics. Two of the key soft skills seldom considered important elements in the leadership equation in Nigeria are emotional intelligence and leader self-efficacy.

Emotions are at the heart of leadership¹⁰; the technical aspects merely aid in crystallising the context within which the emotive reality of leadership plays out. Leaders' ability to motivate and inspire their followers is dependent on how they manage the undercurrents informing followers' perceptions of whatever is going on in the organisation. To do so successfully, leaders have been advised to draw on their feelings, judgment, sense, proportion, balance, and appropriateness¹¹. Similarly, leaders are encour-

aged to trust their "artistic impulse" in making decisions bordering on change issues¹². All these dispositional antecedents to effective leadership are emotive competencies that stand out differently from the rational-technical requirements of leading. Thus, leaders are urged "to drop the tools of rationality" in order "to gain access to lightness in the form of intuitions, feelings, stories, improvisation, experience, imagination, active listening, awareness of the moment, novel words, and empathy"¹³. Indeed, emotions vitalise all leadership functions, processes, procedures and practices. Leadership is all about managing the torrents of emotions that accompany the changing reality of organisations. EI is one social competence that leaders cannot do without in the management of emotions in organisations.

The importance of EI and the required dispositional competence in managing emotions in organisations (called self-efficacy) can be discounted only at the cost of poor leadership and its deleterious consequences. Leader self-efficacy is the self-perceived competence of a leader to motivate, coach, and inspire the relevant stakeholders in the organisation. Leaders' possession of emotional self-efficacy is important in educational settings where procedures and processes are wholly characterised by human interactions, – intercourses that are primarily mediated through conversations. Indeed, teachers as leaders are "conversational agents" who spend the greater portion of their time at work conversing with all sorts of stakeholders. Every conversation has an emotional content, an emotional context, and an emotional consequence¹⁴. Thus, as the core human resource of educational institutions⁹, we identify teachers as the repositories of leadership expertise within the context of educational establishments¹⁵. The trait EI of teachers as

* Corresponding author: bs.bala.ng@gmail.com

leaders therefore becomes a fruitful field of inquiry that will contribute towards more effective management of educational institutions. Trait EI is a key determinant of how teachers as leaders perceive themselves as capable of providing the requisite leadership. This perception is variously labelled, including leadership effectiveness and leader self-efficacy.

Despite the pervasiveness of emotions in all human activities¹⁶ and the relevance of EI in leadership¹⁷, and notwithstanding the growing volume of research on teacher EI¹⁸, research on the trait EI of teachers as leaders has been roundly neglected, thereby limiting our understanding of the self-perceived capability of teachers as leaders in motivating, coaching and inspiring colleagues and students. Most of the extant research simply focuses on the functional activities of teachers such as the facilitation of teaching and learning¹⁹. This suggests the need for further investigations that consider the relationship of trait EI of teachers as leaders and its relations to leader self-efficacy. We develop a model for investigating this gap.

In doing this research, we utilised the narrative literature design by selectively choosing papers that specifically address any or all the four dimensions of trait EI (emotionality, self-control, sociability, and well-being) and leader self-efficacy. Based upon extensive summaries of the selected papers covering the relevant variables, we accordingly use our knowledge and experience in discipline²⁰ to put forward several propositions²¹ about the relationships between trait EI of teachers as leaders and leader action self-efficacy. We noted that in narrative design, the selection of relevant literature is guided by researchers' interests and knowledge and is free from the need to explain why this or that work is included in the review and this or that is not included²². Thus, the works reviewed were discriminatorily picked to reflect our positions on the hypothesized relationship between and among the relevant variables. No special weight is given to any of the sources consulted²².

Emotional Intelligence

A plethora of definitions exist for the term emotional intelligence, reflecting the diversity in the approaches researchers follow in defining this psychological phenomenon. This heterogeneity in conceptualisation closely mirrors the three broad models researchers generally follow in investigating EI: namely, the ability model, the mixed model, and the trait model²³. These models are quite different from one another, and "do not measure the same construct"²⁴. The major distinguishing property between the three models is their respective measurement methods. The trait EI uses self-report measures, the ability EI is based on maximal-performance measures, and the mixed model is a torsion of self-report measures with maximal-performance measures. However, so many researchers treat EI as if it were one uniform concept and fail to categorically state the particular model that underpins their studies²⁵, thereby adding to the confusion in the literature. In light of this confusion, two established researchers in the field²⁶ argue that results from studies based on the explicit or implicit assumption that EI can be measured with any of its available inventories without regard to their respective psychometrics cannot be justified. This is because different measures produce different results even if based on the same model. It has been categorically established that the use of self-report measures in the ability or mixed research models (both of which purport to measure cognitive competencies) is "psychometrically untenable"²⁷. Hence, in defining EI, it is necessary to point out which

among the three extant models one is using as their research fulcrum.

Ability EI (alternatively called *information-processing EI* or *cognitive-emotional ability*) is all about the human "capacity to reason about emotions"²⁸. A revised conceptualisation defines it as the "ability to reason validly with emotions and with emotion-related information and to use emotions to enhance thought"²⁸. Thus, the ability to EI is purely a cognitive competence. On the other hand, trait EI (alternatively termed *trait emotional self-efficacy*²⁹), is all about people's "behavioural dispositions"²⁶, especially the consistencies in behaviour (e.g., empathy, assertiveness, optimism) which the people exhibit in most situations most of the time. It refers to "people's perceptions of their own emotional abilities"²⁹. Trait EI is found at the lower of the Big Five personality framework³⁰ and is typically measured using self-report inventories such as the Trait Emotional Intelligence Questionnaire (TEIQue). Trait EI maps onto the affective aspects of personality³¹ such as empathy, assertiveness and optimism. Its four factors of fifteen facets, together with two other independent facets collectively produce the global trait EI. This makes the trait EI a multidimensional and hierarchically structured latent construct.

The third EI model that hybridised the first two is the mixed model. This model sees EI as an emotional and social facilitator which induces intelligent behaviour in persons by conditioning them to recognize their feelings and those of others, to monitor themselves, and to manage the emotional content and consequences in their relationships with others³². The mixed model simply regurgitates existing models of EI based on the assumption that peoples' emotional competencies are the sum of their cognitive and behavioural dispositions³³. However, such a pleached conceptual hotchpotch, as pointed out earlier, is psychometrically untenable. It is noteworthy that many researchers³⁴⁻³⁶ are wont to blur the distinction between ability EI and the mixed model by collapsing the two and labelling the result as mixed models.

Leadership

The question of leadership is one of the most researched topics in the field of management and organisation studies. As such, there are as many definitions of the construct as there are perspectives from which researchers approach the subject. Suffice it to say, for this paper, that leadership is all about managing change³⁷, and that leaders manage change by envisioning an alternative future for their organisation, communicating the vision to a core group of people who "buy-in"³⁸ to it, and motivating, inspiring and rewarding these to work towards the achievement of the shared vision despite the difficult challenges that face them. Such is what leaders really do, directing, aligning, motivating, and inspiring people³⁹. We therefore define leadership as involving the *exercise* of a leader's verbal and non-verbal conversational endowments in directing, aligning, motivating, and inspiring people so that the people can subordinate their individual interests and concerns during the period of engagement in furtherance of the overall common goal important for the responsibilities and welfare of the group. An effective leader is therefore a person who exercises these persuasive powers under clear goals. A key subset of the leadership capacity is leader self-efficacy which manifests itself in the efficacious behaviour of leaders as they go about motivating, inspiring, directing and guiding people.

Leaders' efficacy expectations are the fulcrum upon which they build the boldness to face the vagaries of managing change because these expectations help attenuate leaders' fears about how

things may eventually turn out while at the same time accentuating their expectations of eventual success. Efficacy expectations thus determine the quantum of exertion leaders will expend, and how long they will persevere in the face of adversities while working to achieve success. The firmer the leaders' perceived self-efficacy, the higher the quantum of exertion they will likely expend⁴⁰, and the brighter their chances of eventual success.

Leader Self-Efficacy

Albert Bandura is a pioneer and leading scholar on self-efficacy. He defines self-efficacy as "people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances"⁴¹. An earlier definition by this pioneer and leading scholar and his colleague conceptualised self-efficacy as "concerned with judgments about how well one can organize and execute courses of action required to deal with prospective situations containing many ambiguous, unpredictable, and often stressful elements"⁴². A decade and a half after publishing these definitions, our leading scholar still maintains a similar definitional tenor by presenting self-efficacy as the "... belief in one's capabilities to organize and execute the courses of action required to manage prospective situations"⁴³. Virtually all later researchers on self-efficacy⁴⁴⁻⁴⁷ concur with these definitions, thereby ensuring a pervasive influence of Albert Bandura's works as primary references in the field.

The above definitions infer that there are various types of "self-efficacies," depending on the nature of the performance target pursued. For example, we have academic self-efficacy^{48,49}, nursing self-efficacy^{50,51}, teacher self-efficacy^{52,53}, and leader self-efficacy^{54,55}, among others. Taking a cue from this exemplary sample, we suggest that leader self-efficacy is concerned with leaders' confidence about how well they organise and perform their functional responsibilities—motivating, inspiring, directing, coaching and guiding people—to achieve the functional objectives and strategic goals of the organisation. In other words, self-percept of efficacy has a determining influence on leaders' choice of what to pursue, how much effort and resources they muster, and how long they are willing to persevere in the face of seemingly insurmountable impediments in actualizing their pursuits⁴². Thus, EI plays a direct role in this leader's influence trajectory⁵⁶.

Leader Action Self-Efficacy

Leader action self-efficacy refers to leaders' perceptions that they possess the requisite capability to perform leadership and create the desired outcomes associated with the leadership function⁵⁷. An "efficacy expectation is the conviction that one can successfully execute the behaviour required to produce the outcomes"⁴⁰. For example, rather than the internal confidence a leader possesses, to wit, that they are self-motivated (leader self-regulatory efficacy), leader action self-efficacy is concerned with the actualised confidence of a leader that they *can* and *do* motivate others in some desired way. Leader action self-efficacy thus defines leaders' expectations that they possess the mastery of what it takes to direct, inspire, coach, administer rewards, and otherwise gain the commitments of the relevant stakeholders, and by extension, enhance organisational performance. It describes leaders' confidence in their perceived capabilities to marshal their psychological endowments including the emotional literacy required in getting along with the relevant stakeholders in pursuit of sustainable performance across their leadership roles, demands,

and contexts⁵⁸. For this study, therefore, leader self-efficacy is considered a positive influence process which impacts not directly but indirectly on organisational performance via its effects on the led. For this reason, we characterise leaders' performance as defined by how effectively they influence their followers in ways that generate the desired organisational outcomes. However, the theory of self-efficacy holds that leader self-efficacy is very much dependent on leaders' mastery of the relevant emotional capabilities, among others^{59, 60}. This paper therefore essay to presents a framework by which researchers may investigate the relationship between emotional intelligence and one aspect of leader self-efficacy.

Teachers as Leaders

The fact that most higher educational institutions (HEIs) are organised based on the collegiate system (consisting of loosely coupled units called schools and or colleges) ipso facto identifies HEIs with distributed rather than centralised systems of leadership⁶¹. Autonomy and academic freedom are two cardinal features of such a governance structure; thus, decentralised leadership offers the best leadership form for the realisation of autonomy and academic freedom. Autonomy is the degree of freedom given to HEIs and their academics in the form of freedom to make decisions on matters of academics, administration and finance free from governmental interference^{62,63} barring the necessary regulatory oversight. Autonomy is intertwined with academic freedom, which is the exercise of responsible self-determination by teachers (within self-regulated limits, institutional support and superintendence) on who may teach, what to research, whom to teach, what to teach, how to teach, and when to teach^{64, 65}. The operational import of these two notions necessarily requires leadership in HEIs to be exercised at multiple points and levels. Distributed leadership in HEIs is therefore the logical corollary to the autonomy and academic freedom that characterise the HEIs governance structure. Thus, the definition of leadership has expanded to include leadership at the teacher level, and this led to the logical emergence of the concept of teachers as leaders.

The concept of teachers as leaders has attracted considerable attention from scholars in the field of educational administration. However, due to the multiplicity of concept variations, there emerge serial inconsistencies in the extant definitions of the concept⁶⁶. Notwithstanding this equivocality, and while noting that teacher leadership is not a fixed but emergent phenomenon that continues to evolve as the teacher takes on more and more roles beyond the traditional classroom⁶⁶, we agree that teacher leaders are people who formally and informally, severally and collectively, *influence* colleagues, educational administrators, students and other members of the learning communities to advance the aims of education⁶⁷. The teacher as a leader is therefore primarily an influencer and not an enforcer. Thus, the teacher-leader relies on the soft powers of persuasion and motivation to make an impact on those around them. They need to collaborate with diverse stakeholders in performing the teacher-leader function. Consequently, teacher-leaders are expected to engage in meaningful conversations to gain people's cooperation. For this reason, the teacher-leader is characterised as possessing a spirit of cooperation, a high level of engagement, a capability to turn dissonance among stakeholders into assonance, and a competence to be attuned to the continual emergence of shared meaning⁶⁸. These roles necessitate that the teacher-leader learns the use of soft powers rather than hard authority in promoting the

goals of education. Two of the key social competencies at the disposal of the teacher as a leader are EI⁶⁹ and self-efficacy⁷⁰.

Emotional Intelligence of Teacher Leaders

Leaders—whose primary function is to manage change—direct people by setting goals together with their enabling strategies, align people by communicating the set goals, and inspire and motivate by empathising with people’s needs, values, and emotion³⁹. All these functional responsibilities can be effectively performed only when leaders draw on their emotional competencies. Many Malaysian researchers⁷¹⁻⁷³ conclude that teacher EI matters greatly in teacher-leader role performance. Leaders’ emotions critically condition how powerful or lacklustre a response followers show to their leadership⁷⁴. Teachers as leaders have been known to use their emotional repertoire to elicit the right response from the constituencies they deal with⁷⁵.

Leaders could easily learn important social skills such as EI because the environment within which they operate, populated, as it were, with countless avenues for exercising influence, represents the best motivational mechanism towards that end⁴². In other words, the proximity between leaders and followers serves as a motivational mechanism for the former to cultivate the necessary EI competencies. Indeed, it has been empirically verified that teacher emotional health is a *sine qua non* for teacher performance in situations of reform^{76,77}. Similarly, in a study on the heightened emotional tensions teachers experienced because of the government’s school reform in the Gauteng region of South Africa, it has been reported that the intrapersonal and interpersonal dimensions of emotional competence strongly influence teacher-leaders contributions towards realising the objectives of the school reform initiatives⁷⁸. Again, a two-study empirical report submits that about 60% of teacher-leaders surveyed were unequivocal about the importance of EI to their success⁶⁹ and that EI has a significant impact on their level of perceived job satisfaction. Crucially, it is teacher-leaders’ EI that predisposes them to go beyond the call of duty in performing their assigned responsibilities.

Given the foregoing, we conclude that the EI endowments of teacher-leaders play a significant role in their overall functioning as facilitators of organizational change in terms of conditioning their overall behavioural dispositions towards excellence and superior performance.

Self-Efficacy of Teachers as Leaders

In the field of educational leadership, the concept of self-efficacy among teachers who take on leadership roles holds substantial importance. As initially theorised by psychologist Albert Bandura, self-efficacy pertains to an individual’s belief in their ability to perform specific tasks and attain particular goals⁷⁹. In the context of teachers assuming leadership responsibilities, self-efficacy manifests as their confidence in guiding, inspiring, and effecting positive change within the educational community⁴¹. The nature of self-efficacy among teacher-leaders can be observed across various dimensions. Firstly, instructional leadership calls for teacher-leaders to make pedagogical decisions, provide constructive feedback, and encourage professional growth among their peers, and their self-efficacy in this aspect reflects their confidence in doing so⁸⁰. Secondly, effective teacher-leaders excel in fostering teamwork and collaboration among colleagues, and their self-efficacy in this domain relates to their belief in their ability to facilitate group discussions, manage conflicts, and create a cohe-

sive and motivated team, thus contributing to enhanced teaching and learning outcomes⁸¹. Thirdly, teacher-leaders encounter complex challenges that demand problem-solving skills, and their self-efficacy in this area is characterised by their confidence in identifying issues, formulating effective solutions, and implementing strategies to tackle challenges effectively^{42, 43}.

Also, motivating and inspiring colleagues and students is a core component of teacher-leadership, and their self-efficacy in motivational leadership underscores their belief in their ability to encourage others, instil a sense of purpose, and maintain enthusiasm for achieving educational goals⁸². Lastly, as educational environments continually evolve, teacher-leaders need to exhibit self-efficacy in change management, which involves their confidence in leading successful change initiatives, adapting to new circumstances, and guiding peers through transitions⁸³. The self-efficacy of teachers as leaders not only influences their personal effectiveness but also significantly contributes to the overall improvement of the educational setting^{42, 43}. High self-efficacy in leadership roles positively affects teacher commitment, job satisfaction, and the motivation of both colleagues and students, thereby enhancing the educational experience^{42, 43}. It is imperative to acknowledge that self-efficacy is not a static attribute; it can be developed and strengthened through training, experiences, and mentorship^{42, 43}. Consequently, nurturing and cultivating the self-efficacy of teacher-leaders should be a fundamental aspect of educational leadership development, given its potential to promote more effective teaching practices, improved student learning outcomes, and a positive impact on the entire educational community. This underscores the pivotal role that self-efficacy plays in shaping the trajectory of educational leadership and the ultimate success of educational institutions.

The Theoretical Model

As an essential supporting structure for investigating the relationship between trait EI of teacher-leaders and their self-efficacy, our research framework is built on the theoretical grids of the Self-Efficacy Theory⁵⁹ and the Trait Emotional Intelligence Theory⁸⁴, and on the extant empirics that test and support some of the relationships proposed in this paper. We build our framework on a sound theoretical pedestal in response to the observation that most studies on school effectiveness are more eclectic than theory-driven⁸⁵.

The theory of self-efficacy is "concerned with the judgment of personal capabilities"⁵⁹. The theory presents self-efficacy as the explanatory mechanism for people engaging or not engaging in specific context-based behaviour. In other words, self-efficacy theory holds that people, in general, will engage in doing only what they are confident they can successfully do, and will avoid starting what they feel they cannot carry out successfully. However, the germaneness of the theory to this work lies in its assumption that people’s self-efficacy is a function of their “cognitive, social, emotional and behavioural”⁵⁹ competencies. We therefore postulate a relation between EI and leader self-efficacy, and accordingly set out to develop a research framework as a guide for investigating the postulated relationship within the context of HEIs⁸⁶.

On the empirical front, we rely on extant meta-analyses to show that both older and recent studies attest to the relationship between EI and self-efficacy. Meta-analyses, by-the-by, show “how strongly variables are associated”⁸⁷ in empirical quantitative studies. For example, a 1991 meta-analysis reports “statistically significant relationships between self-efficacy beliefs and academic performance and persistence outcomes⁸⁸”. Similarly, the results

from a 1993⁸⁹ and a 1998⁹⁰ meta-analyses collectively show that self-efficacy indeed influences work-related behaviours and human functioning. Better still, one of the four traits meta-analysed in a 2001 study⁹¹ (emotional stability) falls within the construct domain of our paper's predictor variable, and the results of the meta-analysis show that the traits are among "the best dispositional predictors"⁹¹ of performance, thereby affirming the relation between EI and self-efficacy. Furthermore, two meta-analyses^{92,47} done in 2011 and 2014 on teacher efficacy show a strong and positive correlation between collective teacher efficacy and student performance, the criterion variable being a distal measure of teacher performance. This trend is further established in a 2016 meta-analysis⁴⁶ which reports a moderate to strong correlation between goal achievement and academic self-efficacy. Because of the overwhelming evidence, we hold that trait EI is a stable predictor of human behaviour. We accordingly treat trait EI as our predictor variable and self-efficacy as our criterion variable.

Given the foregoing theoretical justification and empirical evidence supporting the relationship between behavioural dispositions (i.e., trait EI) and people's self-efficacy, the following research framework is proposed as a guide to investigating the aforementioned relationships. The framework consists of four trait EI dimensions (made up of thirteen facets) and two independent facets that do not go through any of the four dimensions but feed directly into the global trait EI. These 15 facets are personality traits and not mental competencies or abilities⁹³. Our model fleshes out the fifteen facets of the global trait EI in deference to the observation that the global trait EI cannot reasonably capture the whole spectrum of the fifteen emotional currents that collectively produce it⁹⁴. Facet-level research on leader personality has been encouraged to uncover the independent effects of the lower-level facets that would otherwise have been masked when investigated at the aggregate domain level^{95,96}.

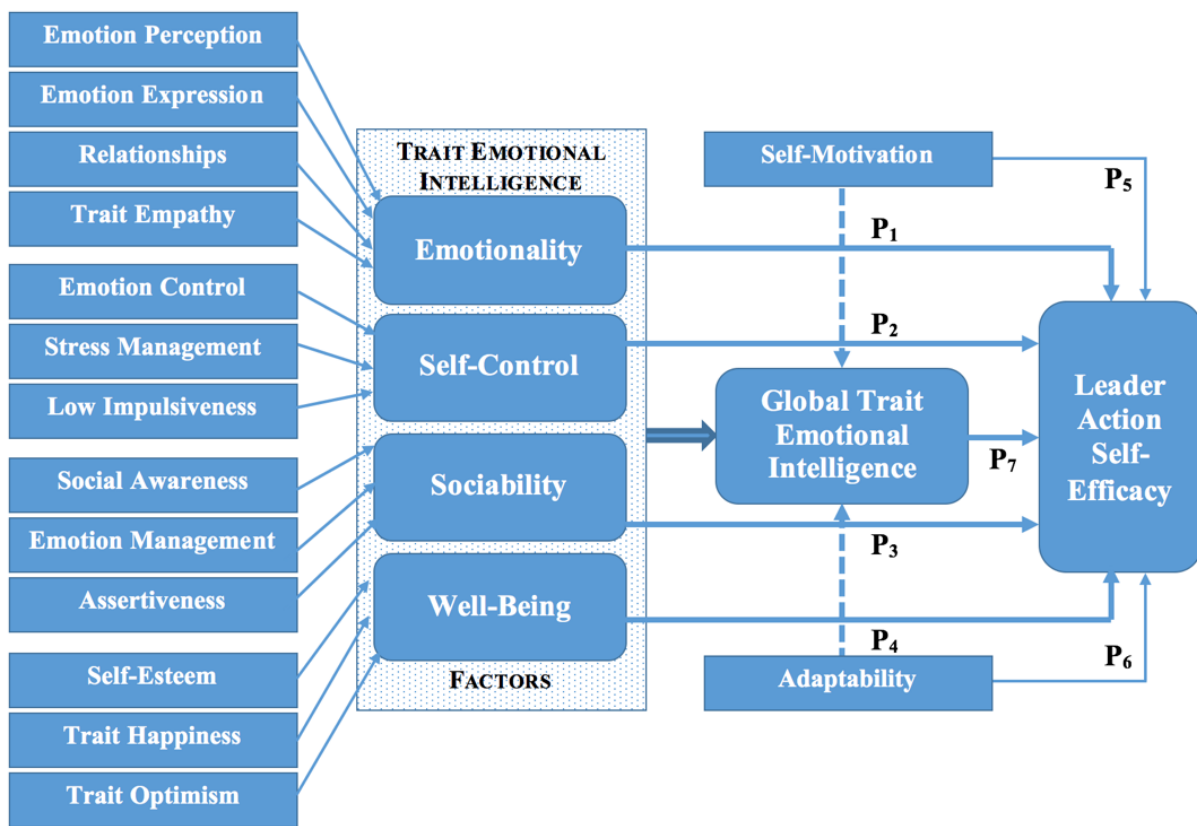


Figure 1. Theoretical Model

The broken arrows indicate two of the fifteen independent facets that do not go through any of the four trait EI factors but feed directly into the global trait EI.

Emotionality and Self-Efficacy

Emotionality (or *emotional self-efficacy*^{97,98} as an alternative locution) entails the attribution of emotional states to self and others. It is the confluence of people's observable behaviours about how they perceive, express, and act out emotions in the context of human interactions. Emotionality has been viewed as a trait, as a cognition, and as a torsion of both⁹⁹. For this study, we treat emotionality as a trait operationalised by four facets: self and other emotion perception, expressiveness, relationship, and empathy⁹⁴. Research on emotion perception¹⁰⁰, expressive frankness¹⁰¹, relationship capacity¹⁰², and empathy¹⁰³ have shown them as important determinants of leader success. Furthermore, it has been suggested that emotionality is reported as positively correlated with career success in a sample of pharmacists¹⁰⁴. Most interest-

ingly, it has been established that emotionality is the dominant predictor of people's efficacious behaviour when making spot decisions in situations of ambivalence¹⁰⁵. We therefore propose as follows:

Proposition 1: Emotionality affects leader action self-efficacy.

Self-Control and Self-Efficacy

Self-control has been recurrently featured as an antecedent of important organisational and personal outcomes¹⁰⁶. Without self-control, dysfunction will characterise people's personal and professional lives. Self-control is defined as the capacity "to restrain or override a prepotent response in the service of long-term goals and values"¹⁰⁷. It is the capacity to self-regulate, to change one's behaviours to satisfy important values or to sacrifice

current gratification instead of future benefits. Viewed from the perspective of EI, self-control is the capacity to keep one's feelings in check, withstand situational pressures, regulate stress, and weigh the consequences of course action, delaying taking measures until the most appropriate and opportune moments. Drawing on the Self-Control Theory¹⁰⁸, we posit that low-level self-control is inversely associated with self-efficacy and high self-control is positively associated with self-efficacy. Given the foregoing, and in line with the philosophy of positive psychology¹⁰⁹, we propose as follows:

Proposition 2: Self-control influences leader action self-efficacy.

Sociability and Self-Efficacy

Philosophically, sociability refers to people's tendency to like the company of others (colleagues, friends, family, etc.)^{110, 111}. In the context of empirics, sociability is the instinctive capacity of a person to effectively network with people, appreciate their feelings and be polite but firm when dealing with people. A person's sociability motivates them to engage in a particular form behaviour¹¹² such as building alliances and recruiting people for a given course¹¹³. Sociability significantly explains the variance between leaders' and non-leaders tenure²⁵, thereby suggesting the positive contribution of this facet of trait EI to leader self-efficacy. Although sociability was reported to have failed in demonstrating "unique predictive capacity,"¹¹⁴ we maintain that this facet of trait EI contributes to a leader's self-efficacy as the trait EI domain cannot be contemplated in the absence of the sociability facet. We therefore make the following testable proposition:

Proposition 3: Sociability affects leader action self-efficacy.

Well-Being and Self-Efficacy

Well-being refers to people's overall judgement of satisfaction with their life and outlook on the future¹¹⁵. This judgement is said to be a function of what a person possesses, what they can do with what they possess and how they think about what they possess and can do with it. Well-being therefore comes from people's needs and prospects in life; it is not a measure of people's needs and prospects, but the positive emotions these generate in the people. However, well-being is said to exist when at least three conditions coalesce in a person: the existence of invigorating emotions and moods (such as happiness), the non-existence of debilitating emotions (such as depression), and a feeling of self-fulfilment and positive functioning^{116, 117}. People with the highest well-being are those "who have the most positive emotion, the most engagement, and the most life satisfaction"¹¹⁸.

As a positive psychological phenomenon, well-being has been associated with people's self-efficacy. A person with a high level (score) of well-being is more likely to be self-efficacious than one with a low level of well-being¹¹⁹. This is because the emotional stability that positive well-being engenders imbues the individual with consistency and resilience requisite for facing and mastering the volatility in the workplace and life. However, despite a strong theoretical base on the positive association between well-being and self-efficacy¹¹⁹, most of the empirical studies¹²⁰⁻¹²² test only the reverse effect, with few exceptions^{123, 124}. In the light of the foregoing, we propose as follows:

Proposition 4: Well-being influences self-efficacy.

Adaptability and Self-Efficacy

Adaptability refers to people's dispositional flexibility in their worldview and value orientation whenever they respond to the continually changing ecology of the workplace. According to the career construction theory, adaptability is an ongoing process of

matching self-competences to the exigencies of the environment¹²⁵. It is this ability to reorient and redirect that empowers the people to perform well in both planned and unanticipated circumstances and to adapt with flexibility¹²⁶ even in complexity¹²⁷. Adaptive people are known to possess and exercise cognitive, interpersonal, and emotional flexibility¹²⁸ in dealing with elements within their operating environment. Additionally, cultural¹²⁹ and cross-cultural¹³⁰ adaptabilities as well as communicative¹³¹ and career¹³² adaptabilities are important competencies required of people, especially leaders, in the 21st century¹³³. Self-efficacious people depend to a large extent on their adaptive capacities. The more adaptive they are, the better they interact with the relevant environmental factors. Although adaptability has been captured as a single facet of the trait EI⁸⁴, we will follow other alternatives and operationalise the construct as multi-dimensional having four¹³⁴ or eight¹³⁵ factors.

There is a causal relation between domain-specific adaptability and domain-specific self-efficacy. For example, it was shown that career adaptability positively influences job search self-efficacy among job-searching university graduates, based on a four-factor model of career adaptability¹³⁴. Similarly, a linkage has been established between pre-service teachers' career adaptability and optimism, with self-efficacy being the mediatory mechanism¹³². Given this empirical evidence and the assumptions of the career construction theory, therefore, we propose as follows:

Proposition 5: Adaptability influences self-efficacy.

Self-Motivation and Leader Self-Efficacy

Self-motivation and self-efficacy are essential qualities for teacher-leaders, as they provide the drive and confidence needed to inspire positive change in education. Self-motivation¹³⁶ is fuelled by a clear vision, intrinsic rewards, and resilience, while self-efficacy¹³⁷ is built through successful experiences, observation, feedback, and emotional stability. These attributes empower teacher-leaders to overcome challenges, persist in their efforts, and effectively lead in educational settings, benefiting both educators and students. The internal drive and determination associated with self-motivation are believed to enhance one's belief in their ability to perform leadership tasks effectively⁴². As individuals set and work towards their goals, their self-motivation fuels a sense of accomplishment, which, in turn, bolsters their confidence and belief in their capacity to lead. This interplay between self-motivation and self-efficacy is expected to be a significant factor in the success of teacher-leaders, influencing their effectiveness in inspiring positive change within educational environments¹³⁸. It is thus hypothesized that there is a strong positive correlation between self-motivation and self-efficacy, suggesting that individuals with higher levels of self-motivation are more likely to exhibit greater self-efficacy in their leadership roles. In other words, we propose as follows:

Proposition 6: Self-motivation influences self-efficacy.

Trait EI and Leader Self-Efficacy

Trait EI and self-efficacy play pivotal roles in teacher-leadership, with trait EI covering emotional awareness, regulation, and empathy. Teacher-leaders with high trait EI tend to exhibit enhanced self-efficacy, as they are adept at understanding and managing both their own and others' emotions, thus fostering strong relationships, effective conflict resolution, and a positive learning environment¹³⁹. In a study of 99 sport coaches (using the self-report Emotional Intelligence Scale [EIS]¹⁴⁰), a significant relationship between ability EI the coaches self-efficacy was observed¹⁴¹. This correlation suggests that a leader's capacity to

perceive, comprehend, and regulate emotions not only has a profound impact on their own self-efficacy but may also influence their leadership performance, relationships with subordinates, and the overall success of their professional endeavours. This emotional competence bolsters their confidence and belief in their ability to lead effectively, while also enabling them to inspire and motivate their colleagues, collectively contributing to their self-efficacy and overall success as teacher-leaders¹⁴². Consequently, the synergy between trait EI and self-efficacy holds significant promise for enriching teacher-leadership and advancing educational outcomes. However, some of these studies contradict one another. Some of the studies claim that the EI–self-efficacy relationship was direct, and some claim indirect relationship. Studies claiming indirect relationship also differed, with some reporting mediated relationship and others moderated relationship. To resolve these contradictions and inconsistencies, we suggest that the two streams (trait and ability) in the EI literature are different measurement approaches of the same phenomenon. Accordingly, we propose as follows:

Proposition 7: Trait EI influences self-efficacy.

Measures

We suggest self-report measures as instruments for data collection. Self-reports are questionnaires in which respondents directly or indirectly report on their personalities, feelings, and emotions without the assistance of the researcher. We suggest the use of self-reports for two reasons. First, our variables are facets of personality construct¹⁴³, not cognitive variables, and facets of personality are best measured using self-report inventories²⁶. Second, the way respondents view their emotional life conditions how we see them and understand their EI³¹. Thus, we assume that respondents know themselves better than anyone else and are best qualified to provide information on such matters¹⁴⁴. Several standard trait EI and self-efficacy measures are available in the literature. While we strongly recommend using these standard measures (because their validities are already well established), researchers should not hesitate to develop entirely new measures that fit better with their local context.

Trait Emotional Intelligence Measures

There are two groups of the extant trait EI measures³¹: general trait EI measures (see Table 1) and domain-specific trait EI measures (see Table 2), each group featuring several instruments. Of these, we suggest that the researcher adopts or adopt either of the two primary forms of the TEIQue. This is because the TEIQue “is the only instrument that is explicitly based on trait EI theory and that covers the sampling domain of the construct comprehensively”²⁹. The TEIQue show excellent psychometric properties. Nevertheless, we strongly encourage researchers to items from the established measures and develop new measures based on the dictates of the researcher’s study objectives and locational peculiarities.

Self-Efficacy Measures

There are two groups of self-efficacy measures and task-specific. Examples of the former category include the Self-Efficacy Scale¹⁵², General Perceived Self-Efficacy Scale¹⁵³, New General Self-Efficacy Scale¹⁵⁴, and Multidimensional Scales of Perceived Self-Efficacy¹⁵⁵; while the Teacher Efficacy Scale¹⁵⁶, Teacher Interpersonal Self-Efficacy Scale¹⁵⁷, and Leader Efficacy Questionnaire⁵⁸ represent famous examples from the latter category. However, we suggest a torsion of the leader-efficacy of the Leader

Efficacy Questionnaire with items from teacher and leader efficacy inventories to develop a teacher-leader action self-efficacy instrument sensitive to the contextual peculiarities of educational leadership and administration. Researchers should find guidance on the sources of self-efficacies, including their past/vicarious experiences, social persuasions, and psychological experiences⁵⁹.

Table 1. General Measures of Trait Emotional Intelligence

Measure	Source	Sampling Domain
Trait Emotional Intelligence Questionnaire (TEIQue).	Petrides ¹⁴⁵	Emotionality, Self-control, Sociability, Well-being, Self-motivation, Adaptability
Emotional Quotient Inventory (EQ-i)	Bar-On ¹⁴⁶	Intrapersonal, Interpersonal, Adaptation, Stress Management, General Mood
Assessing Emotions Scale (AES)	Schutte, Malouff ¹⁴⁰	Optimism, Social skills, Emotional regulation, Utilisation of emotions
Emotional Intelligence Scale (EIS)	Van der Zee, Thijs ¹⁴⁷	Empathy, Autonomy, Emotional control

Table 2. Domain-Specific Measures of Trait EI

Measure	Source	Sampling Domain
Wong and Law Emotional Intelligence Scale (WLEIS)	Wong and Law 148	Emotion appraisal, Emotion expression, Emotion regulation, Emotion use
Work Group Emotional Intelligence Profile (WIP)	Jordan, Ashkanasy 149	Ability to deal with own emotions, ability to deal with others emotions
Multidimensional Emotional Intelligence Assessment	Tett and Fox 150	Self-orientation, Emotional sharing, Other orientation
Genos Emotional Intelligence Inventory (GEII)	Palmer, Stough 151	Emotional self-awareness, Emotional expression, Emotional awareness of others, Emotional reasoning, Emotional self-management, Emotional management of others, Emotional self-control

Conclusion

In conclusion, this paper has successfully achieved its purpose of developing a theoretical model to investigate the relationship between trait EI of teachers functioning as leaders and their leader self-efficacy in the unique context of polytechnic education in Nigeria. The paper employed a narrative literature design and articulated seven propositions that outlined the theoretical links between the four dimensions of trait EI and leader action self-efficacy, we have unveiled a research model that not only theorizes but also supports through empirical evidence the existence of a significant and research-worthy connection. This research model, which underscores the role of trait EI in the leader action self-efficacy component of the Leader Efficacy Questionnaire (LEQ),

offers valuable insights for educational administrators and researchers, shedding light on the influence of teachers' personal dispositions on their effectiveness as academic leaders. Moreover, this study addresses a notable gap in the existing research landscape by focusing on the trait EI of teachers functioning as leaders, particularly in their capacity to fulfil pivotal leader action functions, such as motivation, coaching, and inspiration, in the educational domain. Thus, the development of this model provides a foundation for future investigations in this underexplored area, contributing to a deeper understanding of the multifaceted role of teacher-leaders in enhancing educational outcomes.

References

- Solanke OA. *Organizational Effectiveness in Higher Education: A Case Study of Selected Polytechnics in Nigeria*. University of Southampton; 2014.
- Oyelaran-Oyeyinka RNI. *Governance and Bureaucracy: Leadership in Nigeria's Public Service: The Case of the Lagos State Civil Service (1967-2005)*: Universitaire Pers Maastricht; 2006.
- Ejimabo NO. Understanding the Impact of Leadership in Nigeria: Its Reality, Challenges, and Perspectives. *SAGE Open*. 2013;3:1–14.
- Famide OA, Omiyale GT, Adebola YA. Towards Improved Funding of Tertiary Institutions in Nigeria. *Asian Journal of Humanities and Social Sciences*. 2015;3(2):83-90.
- Babagana SA. Influence of Training and Development on Lecturers' Performance in Nigerian Polytechnics: A Case of Federal Polytechnic, Bauchi. *International Journal of Finance and Management in Practice*. 2014;2(1):11-20.
- Ehimen U, Mordi C, Ajonbadi H. Forms and Scope of Employee Motivation Techniques in the Nigerian Education Sector. *Journal of Research in International Business and Management*. 2014;4(2):21-7.
- Fapohunda TM. Human Resource Planning and Succession Planning in Nigeria's Higher Education. *International Journal of Research in Management & Business Studies*. 2015;2(2):59-65.
- Iruonagbe CT, Imhonopi D, Egharevba ME. Higher Education in Nigeria and the Emergence of Private Universities. *International Journal of Education and Research*. 2015;3(2):49-64.
- Salisu B. Motivational Challenges in Managing the Core Human Resources of Nigerian Polytechnics. In: Jen SU, editor. *Issues and Constraints in Polytechnic Education in Nigeria*. Yola: Paraclete Publishers; 2002. p. 105-16.
- Yusof HM, Kadir HA, Mahfar M. The Role of Emotions in Leadership. *Asian Social Science*. 2014;10(10):41-9.
- Barnard C. *The Functions of the Executive*. Cambridge, MA: Harvard University Press; 1938.
- Schein EH. From Brainwashing to Organizational Therapy: A Conceptual and Empirical Journey in Search of "Systemic" Health and a General Model of Change Dynamics. A drama in Five Acts. *Organization Studies*. 2005;27:287–301.
- Weick KE. Drop Your Tools: On Reconfiguring Management Education. *Journal of Management Education*. 2007;31:5–16.
- Echeverria R. Emotions: At the Heart of Business Practice. *Center for Quality of Management Journal*. 1997;6(2):41-8.
- Iordanoglou D. The Teacher as Leader: The Relationship Between Emotional Intelligence and Leadership Effectiveness, Commitment, and Satisfaction. *Journal of Leadership Studies*. 2007;1(3):57-66.
- Lensges ML, Hollensbe EC, Masterson SS. The Human Side of Restructures: The Role of Shifting Identification. *Journal of Management Inquiry*. 2016;00(0):1-5.
- Li Z, Gupta B, Loon M, Casimir G. Combinative Aspects of Leadership Style and Emotional Intelligence. *Leadership & Organization Development Journal*. 2016;37(1):1-40.
- Rust DA. *Relationship between the Emotional Intelligence of Teachers and Student Academic Achievement*. University of Kentucky; 2014.
- Vesely AK, Saklofske DH, Leschied ADW. Teachers—The Vital Resource: The Contribution of Emotional Intelligence to Teacher Efficacy and Well-Being. *Canadian Journal of School Psychology*. 2013;28(1):71–89.
- vom Brocke J, Simons A, Riemer K, Niehaves B, Plattfaut R, Cleven A. Standing on the Shoulders of Giants: Challenges and Recommendations of Literature Search in Information Systems Research. *Communications of the Association for Information Systems*. 2015;37(Paper 9):205-24.
- Kennedy MM. Defining a Literature. *Educational Researcher*. 2007;36(3):139-47.
- Durand A. Building a better literature review: Looking at the nomological network of the country-of-origin effect. *Canadian Journal of Administrative Sciences / Revue Canadienne des Sciences de l'Administration*. 2016;33(1):50-65.
- Kuhakoski A. *Emotional Intelligence at Work: Implications for Finland and Sweden*: Jonkoping University; 2016.
- Austin EJ. Measurement of Ability Emotional Intelligence: Results for Two New Tests. *British Journal of Psychology*. 2010;101(3):563–78.
- Siegling AB, Nielsen C, Petrides KV. Trait emotional intelligence and leadership in a European multinational company. *Personality and Individual Differences*. 2014;65:65-8.
- Petrides KV, Furnham A. Trait Emotional Intelligence: Psychometric Investigation with Reference to Established Trait Taxonomies. *European Journal of Personality*. 2001;15:425-48.
- Siegling AB, Saklofske DH, Petrides KV. Measures of Ability and Trait Emotional Intelligence. In: Boyle GJ, Matthews G, Saklofske DH, editors. *Measures of Personality and Social Psychological Constructs*. San Diego, CA: Academic Press; 2015. p. 381-414.
- Mayer JD, Caruso DR, Salovey P. The Ability Model of Emotional Intelligence: Principles and Updates. *Emotion Review*. 2016;8(4):290–300.
- Petrides KV. Ability and Trait Emotional Intelligence. In: Chamorro-Premuzic T, von Stumm S, Furnham A, editors. *The Wiley-Blackwell Handbook of Individual Differences*. First ed. London: Blackwell Publishing Ltd.; 2011.
- Petrides KV, Furnham A. On the Dimensional Structure of Emotional Intelligence. *Personality and Individual Differences*. 2000;29:313-20.
- Petrides KV, Siegling AB, Saklofske DH. Theory and Measurement of Trait Emotional Intelligence. *The Wiley Handbook of Personality Assessment*. London: John Wiley & Sons, Ltd.; 2016. p. 90-103.
- Poullis JA. *The Therapeutic Relationship and its Links to Emotional Intelligence*. City University, London; 2015.
- Lopes PN. Emotional Intelligence in Organizations: Bridging Research and Practice. *Emotion Review*. 2016;8(4):316–21.
- Farnia F, Nafukho FM. Emotional Intelligence Research Within Human Resource Development Scholarship. *European Journal of Training and Development*. 2016;40(2):1-34.
- Hogeveen J, Salvi C, Grafman J. 'Emotional Intelligence': Lessons from Lesions. *Trends in Neurosciences*. 2016;39(10):694-705.
- Webb CA, Schwab ZJ, Weber M, DeDonno S, Kipman M, Weiner MR, et al. Convergent and Divergent Validity of Integrative Versus Mixed Model Measures of Emotional Intelligence. *Intelligence*. 2013;41:149–56.
- Kotter JP, Cohen DS. *The Heart of Change: Real-Life Stories of How People Change Their Organizations*. Harvard Business School Publishing: Boston, Massachusetts; 2002.
- Kotter JP, Whitehead LA. *Buy In: Saving Your Good Idea from Getting Shot Down*. Boston, Massachusetts: Harvard Business School Publishing; 2010.
- Kotter JP. What Leaders Really Do. *Harvard Business Review*. 1990;May/June:103-11.
- Bandura A. *Social Learning Theory*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.; 1977.
- Bandura A. *Social Foundations of Thought and Action*. New Jersey: Prentice-Hall; 1986.
- Bandura A, Schunk DH. Cultivating Competence, Self-Efficacy, and Intrinsic Interest Through Proximal Self-Motivation. *Journal of Personality and Social Psychology*. 1981;41(3):586-98.
- Bandura A. Exercise of Personal and Collective Efficacy in Changing Societies. In: Bandura A, editor. *Self-Efficacy in Changing Societies*. Cambridge, UK: Cambridge University Press; 1995. p. 1-45.

44. Ham S-H, Duyar I, Gumus S. Agreement of Self-Other Perceptions Matters: Analyzing the Effectiveness of Principal Leadership through Multi-Source Assessment. *Australian Journal of Education*. 2015;59(3):225–46.
45. Hannah ST, Avolio BJ, Luthans F, Harms PD. Leadership Efficacy: Review and Future Directions. *The Leadership Quarterly*. 2008;19:669–92.
46. Huang C. Achievement Goals and Self-Efficacy: A Meta-Analysis. *Educational Research Review*. 2016;19:119–37.
47. Klassen RM, Tze VMC. Teachers' Self-Efficacy, Personality, and Teaching Effectiveness: A Meta-Analysis. *Educational Research Review*. 2014;12:59–76.
48. Høigaard R, Kovac VB, Øverby NC, Haugen T. Academic Self-Efficacy Mediates the Effects of School Psychological Climate on Academic Achievement. *School Psychology Quarterly*. 2015;30(1):64–74.
49. Hen M, Goroshit M. Academic Self-Efficacy, Emotional Intelligence, GPA and Academic Procrastination in Higher Education. *Eurasian Journal of Social Sciences*. 2014;2(1):1–10.
50. Zhu B, Chen C-R, Shi Z-Y, Liang H-X, Liu B. Mediating Effect of Self-Efficacy in Relationship between Emotional Intelligence and Clinical Communication Competency of Nurses. *International Journal of Nursing Sciences*. 2016;3:162–8.
51. Kennedy E. *The Nursing Competence Self-Efficacy Scale (NCSES): An Instrument Development and Psychometric Assessment Study*: Dalhousie University, Halifax, Nova Scotia; 2013.
52. Colomeischi AA, Colomeischi T. Teachers' Attitudes towards Work in Relation with Emotional Intelligence and Self-Efficacy. *Procedia - Social and Behavioral Sciences*. 2014;159:615–9.
53. Salami SO. Relationships of Emotional Intelligence and Self-Efficacy to Work Attitude among Secondary School Teachers in Southwestern Nigeria. *Pakistan Journal of Social Sciences*. 2007;4(4):540–7.
54. Huang L, Krasnikova DV, Liu D. I Can Do It, So Can You: The Role of Leader Creative Self-Efficacy in Facilitating Follower Creativity. *Organizational Behavior and Human Decision Processes*. 2016;132:49–62.
55. Seibert SE, Sargent LD, Kraimer ML, Kiazad K. Linking Developmental Experiences to Leader Effectiveness and Promotability: The Mediating Role of Leadership Self-Efficacy and Mentor Network. *Personnel Psychology*. 2016;00(0):1–41.
56. Cote S, Hideg I. The Ability to Influence Others Via Emotion Displays: A New Dimension of Emotional Intelligence. *Organizational Psychology Review*. 2011;1(1):53–71.
57. Hannah ST, Avolio BJ, Walumbwa FO, Chan A. Leader Self and Means Efficacy: A Multi-Component Approach. *Organizational Behavior and Human Decision Processes*. 2012;118:143–61.
58. Hannah ST, Avolio BJ. *Leader Self Efficacy Questionnaire*. www.mindgarden.com: Mind Garden Inc.; 2013.
59. Bandura A. *Self-Efficacy: The Exercise of Control*. New York, NY: Worth Publishers; 1997.
60. Bandura A. Self-Efficacy: Toward a Unifying Theory of Behavioural Change. *Psychological Review*. 1977;84(2):191–215.
61. Gilmore TN, Hirschhorn L, Kelly M. *Challenges of Leading and Planning in Higher Education*. Philadelphia, PA: CFAR; 1999.
62. Rao ORS. Higher Education, Autonomy and Quality. *University News*. 2015;53(07):16–22.
63. Gul H, Gul SS, Kaya E, Alican A. Main Trends in the World of Higher Education, Internationalization and Institutional Autonomy. *Procedia - Social and Behavioral Sciences*. 2010;9:1878–84.
64. Akerlind GS. Academic Freedom in the Social Sciences: The Freedom to Serve Society. *Autonomy in Social Science Research: The View from United Kingdom and Australian Universities - International Perspectives on Higher Education Research*. 4. London: Elsevier Ltd.; 2007. p. 31–46.
65. Akerlind GS, Kayrooz C. Understanding Academic Freedom: The Views of Social Scientists. In: Tight M, Mok KH, Huisman J, Morpheus CC, editors. *The Routledge International Handbook of Higher Education*. New York, NY: Routledge; 2009. p. 453–67.
66. Angelle PS. Teachers as Leaders: Collaborative Leadership for Learning Communities. *Middle School Journal*. 2007;38(3):54–61.
67. Tsai KC. A Preliminary Meta-Analysis of Teacher Leadership. *Journal of Education and Literature*. 2015;3(3):131–7.
68. Rowley J. The Teacher as Leader and Teacher Educator. *Journal of Teacher Education*. 1988;May/June:13–6.
69. Wong C-S, Wong P-M, Peng KZ. Effect of Middle-Level Leader and Teacher Emotional Intelligence on School Teachers' Job Satisfaction: The Case of Hong Kong. *Educational Management Administration & Leadership*. 2010;38(1):59–70.
70. Dipasupil SR, Ham J-H, Min H-J. Relationship between Teachers Level of Job Satisfaction and Self-Efficacy: A Comparative Study between Korean and Non-Korean Perspectives. *Indian Journal of Science and Technology*. 2015;8(24).
71. Yusof R, Ishak NM, Zahidi AM, Zainal Abidin MH, Abu Bakar AY. Identifying Emotional Intelligence Competencies among Malaysian Teacher Educators. *Procedia - Social and Behavioral Sciences*. 2014;159:485–91.
72. Mohamad M, Jais J. Emotional Intelligence and Job Performance: A Study Among Malaysian Teachers. *Procedia Economics and Finance*. 2016;35:674–82.
73. Ishak NM, Iskandar IP, Ramli R. Emotional Intelligence of Malaysian Teachers: A Comparative Study on Teachers in Daily and Residential Schools. *Procedia - Social and Behavioral Sciences*. 2010;9:604–12.
74. Volmer J. Catching Leaders' Mood: Contagion Effects in Teams. *Administrative Sciences*. 2012;2:203–20.
75. Taliadorou N, Pashiardis P. Examining the Role of Emotional Intelligence and Political Skill to Educational Leadership and Their Effects to Teachers' Job Satisfaction. *Journal of Educational Administration*. 2015;53(5):642–66.
76. Jacobs S, Kemp A, Mitchell J. Emotional Intelligence: Hidden Ingredient for Emotional Health of Teachers. *Africa Education Review*. 2008;5(1):131–43.
77. Greenockle KM. The New Face in Leadership: Emotional Intelligence. *Quest*. 2010;62(3):260–7.
78. Grobler B. Teachers' Perceptions of the Utilization of Emotional Competence by Their School Leaders in Gauteng South Africa. *Educational Management Administration & Leadership*. 2014;42(6):868–88.
79. Bandura A. Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*. 1977;84(2):191–215.
80. Smith PS, Hayes ML, Lyons KM. The ecology of instructional teacher leadership. *The Journal of Mathematical Behavior*. 2017;46:267–88.
81. Haley K, Urquhart C. Teacher Leader Reflections: Teacher Leadership and Student Learning. In: Hunzicker J, editor. *Teacher Leadership in Professional Development Schools*. Bingley, UK: Emerald Publishing Limited; 2018. p. 99–106.
82. Tschannen-Moran M, Hoy AW, Hoy WK. Teacher Efficacy: Its Meaning and Measure. *Review of Educational Research*. 1998;68(2):202–48.
83. Bandura A, Adams NE. Analysis of self-efficacy theory of behavioral change. *Cognitive Therapy and Research*. 1977;1(4):287–310.
84. Petrides KV. Trait Emotional Intelligence Theory. *Industrial and Organizational Psychology*. 2010;3:136–9.
85. Scheerens J. The Use of Theory in School Effectiveness Research Revisited. *School Effectiveness and School Improvement*. 2013;24(1):1–38.
86. Montas-Hunter SS. Self-Efficacy and Latina Leaders in Higher Education. *Journal of Hispanic Higher Education*. 2012;11(4):315–35.
87. Brannan MJ, Fleetwood S, O'Mahoney J, Vincent S. Critical Essay: Meta-analysis: A Critical Realist Critique and Alternative. *Human Relations*. 2016;00(0):1–29.
88. Multon KD, Brown SD, Lent RW. Relation of Self-Efficacy Beliefs to Academic Outcomes: A Meta-Analytic Investigation. *Journal of Counseling Psychology*. 1991;38(1):30–8.
89. Sadri G, Robertson IT. Self-Efficacy and Work-Related Behaviour: A Review and Meta-Analysis. *Applied Psychology: An International Review*. 1993;42(2):139–52.
90. Stajkovic AD, Luthans F. Self-Efficacy and Work-Related Performance: A Meta-Analysis. *Psychological Bulletin*. 1998;124(2):240–61.
91. Judge TA, Bono JE. Relationship of Core Self-Evaluations Traits—Self-Esteem, Generalized Self-Efficacy, Locus of Control, and Emotional Stability—With Job Satisfaction and Job Performance: A Meta-Analysis. *Journal of Applied Psychology*. 2001;86(1):80–92.
92. Eells RJ. *Meta-Analysis of the Relationship Between Collective Teacher Efficacy and Student Achievement*. Loyola University, Chicago; 2011.

93. Petrides KV. Intelligence, Emotional. 2017. In: *Reference Module in Neuroscience and Biobehavioral Psychology* [Internet]. New York: Elsevier Inc.; [1-6].
94. Petrides KV, Mikolajczak M, Mavrouli S, Sanchez-Ruiz M-J, Furnham A, Pérez-González J-C. Developments in Trait Emotional Intelligence Research. *Emotion Review*. 2016;8(4):1-7.
95. Robertson I, Healey MP, Hodgkinson GP, Flint-Taylor J, Jones F. Leader personality and employees' experience of workplace stressors. *Journal of Organizational Effectiveness: People and Performance*. 2014;1(3):281-95.
96. Darr W, Kelloway EK. Sifting the Big Five: examining the criterion-related validity of facets. *Journal of Organizational Effectiveness: People and Performance*. 2016;3(1):2-22.
97. Qualter P, Barlow A, Stylianou MS. Investigating the Relationship between Trait and Ability Emotional Intelligence and Theory of Mind. *British Journal of Developmental Psychology*. 2011;29:437-54.
98. Kirk B, Schutte N, Hine D. The Role of Emotional Self-Efficacy, Emotional Intelligence, and Affect in Workplace Incivility and Workplace Satisfaction. *Emotions in Groups, Organizations and Cultures: Research on Emotion in Organizations*. 5. London: Emerald Group Publishing Limited; 2009. p. 211-25.
99. Rajah R, Song Z, Arvey RD. Emotionality and Leadership: Taking Stock of the Past Decade of Research. *The Leadership Quarterly*. 2011;22:1107-19.
100. Moeller SK, Nicpon CG, Robinson MD. Responsiveness to the Negative Affect System as a Function of Emotion Perception: Relations between Affect and Sociability in Three Daily Diary Studies. *Personality and Social Psychology Bulletin*. 2014;40(8):1012-23.
101. Riggio RE, Reichard RJ. The Emotional and Social Intelligences of Effective Leadership: An Emotional and Social Skill Approach. *Journal of Managerial Psychology*. 2008;23(2):169-85.
102. Hancock K. *An Examination of Emotional Intelligence as a Potential Mediator in Educator Stress and Burnout*. The University of Western Ontario; 2016.
103. Meyer B, Burtscher MJ, Jonas K, Feese S, Arnrich B, Tröster G, et al. What Good Leaders Actually Do: Micro-Level Leadership Behaviour, Leader Evaluations, and Team Decision Quality. *European Journal of Work and Organizational Psychology*. 2016;25(6):773-89.
104. Lonie JM, Marzella N, Perry R, Shah B, Jariwala J. Pharmacists Levels of Emotionality and Career Success Correlates: An Exploratory Study. *Journal of Pharmacy Practice*. 2015;28(3):256-60.
105. Rocklage MD, Fazio RH. On the Dominance of Attitude Emotionality. *Personality and Social Psychology Bulletin*. 2016;42(2):259-70.
106. Mathes E, Lane DJ, Helmers BR, Jamnik MR, Hendrickson M, Aleshire B. The Dark Side of Self-Control: High Self-Control Leads to Better Outcomes When Engaging in Bad Behaviors. *Personality and Individual Differences*. 2017;105:326-9.
107. Denson TF, Wilkowski BM, DeWall CN, Friese M, Hofmann W, Ferguson EL, et al. "Thou Shalt Kill"- Practicing Self-Control Supports Adherence to Personal Values When Asked to Aggress. *Journal of Experimental Social Psychology*. 2016;00(0):1-8.
108. Gottfredson MR, Hirschi T. *A General Theory of Crime*. Palo Alto, CA: Stanford University Press; 1990.
109. Edwards KR, Martin RA. The Conceptualization, Measurement, and Role of Humor as a Character Strength in Positive Psychology. *Europe's Journal of Psychology*. 2014;10(3):505-19.
110. Hutcheson F. *Logic, Metaphysics, and the Natural Sociability of Mankind*. Indianapolis, Indiana: Liberty Fund, Inc.; 2006.
111. Flanagan C. *Early Socialisation: Sociability and Attachment*. London: Routledge; 1999.
112. Moeller SK, Nicpon CG, Robinson MD. Responsiveness to the Negative Affect System as a Function of Emotion Perception: Relations between Affect and Sociability in Three Daily Diary Studies. *Personality and Social Psychology Bulletin*. 2014;40(8):1012-23.
113. Landy JF, Piazza J, Goodwin GP. When It's Bad to Be Friendly and Smart: The Desirability of Sociability and Competence Depends on Morality. *Personality and Social Psychology Bulletin*. 2016;42(9):1272-90.
114. Andrei F, Smith MM, Surcinelli P, Baldaro B, Saklofske DH. The Trait Emotional Intelligence Questionnaire: Internal Structure, Convergent, Criterion, and Incremental Validity in an Italian Sample. *Measurement and Evaluation in Counseling and Development*. 2016;49(1):34-45.
115. Rojas M. The complexity of wellbeing: a life-satisfaction conception and a domains-of-life approach. In: Gough I, McGregor JA, editors. *Wellbeing in Developing Countries: From Theory to Research*. Cambridge: Cambridge University Press; 2007. p. 259-80.
116. Frey BS, Stutzer A. *Happiness and Economics: How the Economy and Institutions Affect Well-Being*. Princeton, NJ: Princeton University Press; 2002.
117. Andrews FM, Withey SB. *Social Indicators of Well-Being: Americans' Perceptions of Life Quality*. New York: Plenum Press; 1976.
118. Seligman M. *Flourish: A New Understanding of Happiness and Well-Being*. New York: Free Press; 2011.
119. Bandura A, editor. *Self-Efficacy in Changing Societies*. Cambridge, UK: Cambridge University Press; 1995.
120. Siddiqui S. Impact of Self-Efficacy on Psychological Well-Being among Undergraduate Students. *The International Journal of Indian Psychology*. 2015;2(3):5-16.
121. Natovová L, Chylová H. Is There a Relationship Between Self-Efficacy, Well-Being and Behavioural Markers in Managing Stress at University Students? *Journal on Efficiency and Responsibility in Education and Science*. 2014;7(1):14-8.
122. Roos SM, Potgieter JC, Temane MQ. Self-Efficacy, Collective Efficacy and the Psychological Well-Being of Groups in Transition. *Journal of Psychology in Africa*. 2013;23(4):561-7.
123. Dogan T, Totan T, Sapmaz F. The Role of Self-Esteem, Psychological Well-Being, Emotional Self-Efficacy, and Affect Balance on Happiness: A Path Model. *European Scientific Journal*. 2013;9(20):31-42.
124. de Souza LAS, Torres ARR, Barbosa GA, de Lima TJS, de Souza LEC. Self-Efficacy as a Mediator of the Relationship between Subjective Well-Being and General Health of Military Cadets. *Cad Saude Publica*. 2014;30(11):2309-19.
125. Savickas ML. The Theory and Practice of Career Construction. In: Brown SD, Lent RW, editors. *Career Development and Counseling: Putting Theory and Research to Work*. Hoboken, New Jersey: John Wiley & Sons, Inc.; 2005. p. 42-70.
126. Sony M, Mekoth N. Fleadapt scale: a new tool to measure frontline employee adaptability in power sector. *International Journal of Energy Sector Management*. 2015;9(4):496-522.
127. Hagemann V, Kluge A, Ritzmann S. Flexibility under Complexity: Work Contexts, Task Profiles and Team Processes of High Responsibility Teams. *Employee Relations*. 2012;34(3):322-38.
128. Good DJ, Sharma G. A Little More Rigidity: Firming the Construct of Leader Flexibility. *Journal of Change Management*. 2010;10(2):155-74.
129. Nesbit PL, Lam E. Cultural Adaptability and Organizational Change: A Case Study of a Social Service Organization in Hong Kong. *Contemporary Management Research*. 2014;10(4):303-24.
130. Nguyen NT, Biderman MD, McNary LD. A Validation Study of the Cross-Cultural Adaptability Inventory. *International Journal of Training and Development*. 2010;14(2):112-29.
131. Duran RL. Communicative adaptability: A measure of social communicative competence. *Communication Quarterly*. 2009;31(4):320-6.
132. McLennan B, McIlveen P, Perera HN. Pre-service teachers' self-efficacy mediates the relationship between career adaptability and career optimism. *Teaching and Teacher Education*. 2017;63:176-85.
133. Levin HM. The Importance of Adaptability for the 21st Century. *Society*. 2015;52(2):136-41.
134. Guan Y, Deng H, Sun J, Wang Y, Cai Z, Ye L, et al. Career adaptability, job search self-efficacy and outcomes: A three-wave investigation among Chinese university graduates. *Journal of Vocational Behavior*. 2013;83(3):561-70.
135. Pulakos ED, Schmitt N, Dorsey DW, Arad S, Borman WC, Hedge JW. Predicting Adaptive Performance: Further Tests of a Model of Adaptability. *Human Performance*. 2002;15(4):299-323.
136. Fang H, He B, Fu H, Zhang H, Mo Z, Meng L. A Surprising Source of Self-Motivation: Prior Competence Frustration Strengthens One's Motivation to Win in Another Competence-Supportive Activity. *Frontiers in Human Neuroscience*. 2018;12:1-11.

137. Kurt T. A Model to Explain Teacher Leadership: The Effects of Distributed Leadership Model, Organizational Learning and Teachers' Sense of Self-Efficacy on Teacher Leadership. *Education and Science*. 2016;41(183):1-28.
138. Schunk DH. Self-efficacy, motivation, and performance. *Journal of applied sport psychology*. 1995;7(2):112-37.
139. Nikoopour J, Farsani MA, Tajbakhsh M, Kiyai SHS. The Relationship between Trait Emotional Intelligence and Self-efficacy among Iranian EFL Teachers. *Journal of Language Teaching and Research*. 2012;3(6).
140. Schutte NS, Malouff JM, Hall LE, Haggerty DJ, Cooper JT, Golden CJ, et al. The Development and Validation of a Measure of Emotional Intelligence. *Personality and Individual Differences*. 1998;25:167-77.
141. Thelwell RC, Lane AM, Weston NJV, Greenlees IA. Examining Relationships between Emotional Intelligence and Coaching Efficacy. *International Journal of Sport and Exercise Psychology*. 2008;6(2):224-35.
142. Sollarová E, Kaliská L. The Role of Trait Emotional Intelligence in Career Decision-Making Difficulties and (Career Decision) Self-Efficacy. In: Pracana C, Wang M, editors. *Psychology Applications & Developments V*. Lisbon, Portugal: inScience Press; 2019. p. 34-44.
143. Gable RK, Wolf MB. *Instrument Development in the Affective Domain: Measuring Attitudes and Values in Corporate and School Settings*. 2nd ed. New York: Springer Science+Business Media; 1993.
144. Paulhus DL, Vazire S. The Self-Report Method. In: Robins RW, Fraley RC, Krueger RF, editors. *Handbook of research methods in personality psychology*. New York, NY: Guilford; 2009. p. 224-39.
145. Petrides KV. Psychometric Properties of the Trait Emotional Intelligence Questionnaire (TEIQue). In: Stough C, Saklofske DH, Parker JDA, editors. *Springer Ser Hum Exc*. New York, NY: Springer Science+Business Media; 2009. p. 85-101.
146. Bar-On R. The Bar-On model of emotional-social intelligence (ESI). *Psicothema*. 2006;18:13-25.
147. Van der Zee K, Thijs M, Schakel L. The relationship of emotional intelligence with academic intelligence and the Big Five. *European Journal of Personality*. 2002;16(2):103-25.
148. Wong C-S, Law KS. The Effects of Leader and Follower Emotional Intelligence on Performance and Attitude: An Exploratory Study. *The Leadership Quarterly*. 2002;13:243-74.
149. Jordan PJ, Ashkanasy NM, Härtel CEJ, Hooper GS. Workgroup emotional intelligence Scale development and relationship to team process effectiveness and goal focus. *Human Resource Management Review*. 2002;12(2):195-214.
150. Tett RP, Fox KE. Confirmatory Factor Structure of Trait Emotional Intelligence in Student and Worker Samples. *Personality and Individual Differences*. 2006;41:1155-68.
151. Palmer BR, Stough C, Harmer R, Gignac G. The Genos Emotional Intelligence Inventory: A Measure Designed Specifically for Workplace Applications. In: Parker JDA, Saklofske DH, Stough C, editors. *Springer Ser Hum Exc*. New York, NY: Springer Science+Business Media, LLC; 2009. p. 103-17.
152. Sherer M, Maddux JE, Mercandante B, Prentice-Dunn S, Jacobs B, Rogers RW. The Self-Efficacy Scale: Construction and Validation. *Psychological Reports*. 1982;51(2):663-71.
153. Schwarzer R, Mueller J, Greenglass E. Assessment of perceived general self-efficacy on the internet: Data collection in cyberspace. *Anxiety, Stress & Coping*. 1999;12(2):145-61.
154. Chen G, Gully SM, Eden D. Validation of a New General Self-Efficacy Scale. *Organizational Research Methods*. 2001;4(1):62-83.
155. Choi N, Fuqua DR, Griffin BW. Exploratory Analysis of the Structure of Scores from the Multidimensional Scales of Perceived Self-Efficacy. *Educational and Psychological Measurement*. 2001;61(3):475-89.
156. Gibson S, Dembo MH. Teacher efficacy: A construct validation. *Journal of Educational Psychology*. 1984;76(4):569-82.
157. Brouwers A, Tomic W. The Factorial Validity of Scores on the Teacher Interpersonal Self-Efficacy Scale. *Educational and Psychological Measurement*. 2001;61(3):433-45.