# The Importance Of Social And Emotional Competencies For Effective Academic Leadership In Private Higher Education Institutions

**Sarwar Khawaja[1],**
**Dr Katarina Sokić[2],**
**Dr Fayyaz Hussain Qureshi[3],**
[1]Chairman Business Development,
Oxford Business College (OBC),
65 George Street, Oxford, United Kingdom
[2]Research Associate,
Oxford Business College (OBC),
65 George Street, Oxford, United Kingdom
orcid.org/0000-0001-7522-1228
[3]Head of Research,
Oxford Business College (OBC),
65 George Street, Oxford, United Kingdom
Doctoral Supervisor
University of Wales Trinity Saint David (UWTSD)
orcid.org/0000-0003-1305-9493

Correspondence: email katarina.sokić@oxfordbusinesscollege.ac.uk

# Abstract

This study aims to examine the role of social and emotional competencies for effective leadership in private higher education. We examined the impact of personality, self-confidence, and emotional intelligence (EI) on academic leadership in private higher education institutions. The five-factor model of normal personality as indexed by the Mini-International Personality Item Pool questionnaire, Self-confidence scale, Emotional Skills, and Ohio State teacher efficacy scale were applied to a sample of 157 academic leaders in private higher education institutions (97 men, 60 women, the mean age was 46 years). As predicted, regressions analyses showed a significant impact on academic leaders' competencies on personality, self-confidence, and EI abilities. The results demonstrated unique predictive relations for the three leaders self-efficacy scales: extraversion, conscientiousness, and intellect/imagination. Only efficacy for instructional strategies was related to low neuroticism. Self-confidence significantly affected all teacher self-efficacy components (instructional strategies, classroom management, and student engagement). Emotional intelligence showed positive effects on all three components of teacher self-efficacy. Perceiving and understanding emotion and managing and regulating emotion significantly predicted all three academic leaders' self-efficacy components, while expressing and labelling emotion was associated with efficacy for instructional strategies and student engagement.

The results highlighted the importance of personality, self- confidence, and emotional intelligence in explaining academic leaders' self- efficacy. They showed that these social and emotional competencies accounted uniquely significant percentage of the total score variance in indicators of effective leadership.

**Keywords:** Academic Leadership, Teacher Self-efficacy, Personality, Self-confidence, Emotional Intelligence, Private Higher Education

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## Introduction

In the last few decades, private higher education has been rapidly growing in the world. Economic policies such as liberalisation, privatisation and marketisation have allowed Private Higher Education Institutions (PrHEIs) to proliferate in most parts of the world, particularly since the 1990s (Qureshi and Khawaja, 2021). As a result, private higher education is well established in many countries and some countries; it is more dominant than publish higher education (Goodman and Yonezawa, 2007).

The quality of an educational institution affects its position in the academic world of educational services, which ultimately affects student satisfaction as well as their competencies after graduation. Student satisfaction is a vague construct, and there is currently a lack of consensus on how best to conceptualise the term. Several contemporary studies have shown that private higher education institutions are becoming more aware of student satisfaction and adopting a customer-oriented approach in academic leadership and management. The most recent definition of student satisfaction is

"Student satisfaction is the short-term pleasure of the academic journey and, in the long run, the pride of securing a job primarily based on the student's academic qualification"(Qureshi and Khawaja 2021, P.74).

Teacher self-efficacy beliefs refer to one's sense of confidence in accomplishing specific teaching tasks to achieve learning goals according to a teaching context (Tschannen-Moran et al., 1998). In addition, these beliefs are associated with a commitment toward the profession (Chestnut & Cullen, 2014), instructional practices, and learning experience (Savolainenet al., 2012).

Researchers' increasing attention is paid to the research of academic leadership and managerial competencies of leading and managing academic staff in private higher education institutions (HEI). Therefore, selecting the leadership and management of an educational institution is one of the critical prerequisites for its quality and existence in the education marketplace. In addition to professional competencies, the leadership of academic institutions, including the management team members, deans, vice-deans, academic staff, and admin staff, should also have specific social and emotional competencies.

Personality traits are one of the most reliable predictors of an individual's social functioning. One of the fundamental characteristics of personality traits is their relative durability and consistency. Therefore, they are often used as predictors of various outcomes such as behaviour in private life and work environment, stress resilience, value orientations, life success, satisfaction, personal well-being. Therefore, in selecting employees, measuring the candidate's personality traits is, as a rule, an indispensable part of the selection process. The most commonly used personality inventory is the Big Five and its variants. The most common model of personality is the Big Five (Five-Factor) model of personality (McCrae & Costa, 1987) and its variants (Goldberg, 1997; Goldberg, 1999; Goldberg et al., 2006; John & Srivastava, 1999). The Big Five model consists of five broad personality dimensions: extraversion characterised by sociability, assertiveness, activity, seeking excitement and positive emotions, agreeableness that includes trust, honesty, altruism, reconciliation, and gentleness, conscientiousness whose main characteristics are thoughtfulness, competence, organisation, responsibility and self-discipline, emotional stability (as opposed to Neuroticism) characterised by calmness, good resistance to stress, low anxiety and low depression, self-satisfaction and intellect/imagination whose primary characteristics are imagination, intellectual curiosity, independence and unconventionality (Costa and McCrae, 1985; Costa and McCrae, 1992). Neuroticism includes anxiety, depression, a sense of guilt, low self-esteem, and tension (Eysenck and Eysenck, 1975).

Self-confidence (i.e. trust in one's abilities, capacities, and judgment) is also a significant predictor of good social functioning because it is associated with stable and rational decision-making. According to Goleman (1998), self-confidence is a fundamental feature of self-awareness, which is one of the five components of emotional intelligence (EI) at work (the other four components of EI are: self-regulation, motivation, empathy, and social skills).

## Theoretical Background

In the 1980s, a new leadership paradigm was developed based on the importance of emotions in business. Studies have shown that emotional intelligence largely determines a leader's success. These insights have enabled a new approach to work and leadership, compared to the previously prevailing view that there are no emotions in the business world.

Based on research on the skills that have the most significant impact on achieving the best results in doing 181 types of work in 121 different organisations, Goleman (1998) concluded that as many as 67% of skills considered necessary for business success are based on emotional skills. As a result, there has been a growing interest in examining effective academic leadership in private HEIs and its contributing factors in recent years. Scott et al. (2008) proposed that desirable traits of academic leadership are the ability to involve people in change and a set of qualities and capabilities such as self-regulation, communication skills, commitment, and decisiveness. Dinh et al. (2020) defined academic leadership as 'an influence of one or more people with an academic profile on others' academic behaviour, attitudes or intellectual capacity based on commitment and power to achieve managerial, structural, and institutional vision values'.

Academic leadership's social and emotional competencies at private HEIs are not well explored. Although private higher education is a specific branch of private entrepreneurship that includes quality, excellence, and academic moral and professional standards, the relationship between social and emotional competencies and effective leadership in the private higher education sector needs to be explored. These relationships have been examined in only a few studies to the best of our knowledge. Therefore, this study examines the impact of some social and emotional competencies for effective academic leadership in private HEIs.

## Literature Review

Personality and emotional intelligence are some of the main predictors of effective leadership (e.g., Cavazotte et al., 2012; Colbert et al., 2012; Goff et al., 2014; Mandell & Perwani, 2003). A study of emotional stability and self-confidence significantly predicted teacher leadership effectiveness (Bakhsh et al., 2015). A recent study (Zang et al., 2021) investigated the relationship between teacher self- efficacy, competence, and leadership in Chinese private higher education institutions. The results showed that both teacher self-efficacy and teacher competence were significantly correlated with teacher leadership. The research results show that teachers from Chinese private higher education institutions generally believe that they have satisfactory leadership qualities and that the level of their sense of self-efficacy and competence is moderate to high. However, this research showed a low level of ability to use systematic thinking and poor efficiency of student engagement and poor research competencies of teachers in private higher education.

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Previous studies have shown that academic leadership predominantly affects teacher professional development, self-efficacy, creativity, and decision making (Bagley & Margolis, 2018; Ghamrawi, 2013; Yao et al., 2018; Zacher & Johnson, 2015). The rational decision-making style is positively associated with conscientiousness and agreeableness, and negatively with neuroticism and extraversion (El Othman et al. 2020).

Johnson (2015) examined relationships between students' perceptions of professors' leadership behaviours (passive avoidant, transactional, and transformational) and professors' ratings of their students' work-related creativity. Results showed that students' perceptions of professors' transformational leadership positively predicted professors' ratings of their students' creativity above and beyond students' perceptions of professors' passive-avoidant and transactional leadership. Given that, the development of social and emotional competencies of academic leadership is a crucial factor in the improvement and growth of private higher education.

Job involvement is a type of attitude towards work that reflects the degree of psychological identification of the individual with work (Lodahl & Keiner, 1965). It is a matter of cognitive and emotional identification with a job that includes the internalization of business ethical principles and business performance that meets the inner needs of the individual. Individuals with this attitude consider work one of the essential segments in life. A job well done positively affects their self-esteem, personal growth, and motivation to work.

Self-confidence is the evaluation of oneself, that is, one's sense of self-worth and self-respect. It is the sum of our positive and negative reactions to all aspects of our notion of self, the result of self-evaluation (Larsen and Buss, 2008).

A study of the relationship between emotional intelligence and organisational loyalty conducted by Shanker & Bin Sayed (2015) demonstrated that emotional intelligence and its factors such as self-awareness, focus on problem-solving, assertiveness, empathy, self-confidence, and managing others strongly predict affective loyalty to the organisation/institution. In organisations with poor management styles and employee depression, the intention to leave is expressed. Only the perceived obligation to stay binds the individual to the organisation in such a situation.

## Objectives And Hypotheses

The main objective of the study is to assess the perceived personality traits, self-confidence, and emotional intelligence and their relationships to teacher self-efficacy in a sample of academic leaders.

On the basis of prior research is showing positive associations of openness, extraversion, conscientiousness, and teacher self-efficacy (Moreau & Smith, 2020; Üstüner, 2017), and negative associations of neuroticism and teacher self-efficacy (Perera et al., 2018), we expect positive relations between efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement and intellect/imagination, extraversion, and conscientiousness, and negative relations between all three dimensions of teacher self-efficacy and neuroticism **(Hypothesis 1).**

Since teacher self-efficacy refers to one's sense of confidence in accomplishing specific teaching tasks to achieve learning goals according to a teaching context (Tschannen-Moranet al., 1998). We expect positive relations between the overall score of teacher self-efficacy and all three sub-dimensions of teacher efficacy (instructional strategies, classroom management, student engagement) and self-confidence **(Hypothesis 2)**.

Based on the theory that EI includes the abilities to perceive, understand, express, manage and regulate emotions (Mayer et al., 2016; Salovey & Mayer, 1990), prior research has shown positive associations of self-efficacy among teachers and EI sub-dimensions (Chan, 2004). Therefore, we hypothesised that efficacy for instructional strategies, classroom management, and student engagement are positively associated with the overall score of EI and all the sub- dimensions of EI **(Hypothesis 3).**

## Methods

### Study Sample

The sample consisted of 157 academic leaders (deans, vice deans, members of the senior management team, and heads of department organisational units) from 21 private higher education institutions in Croatia. The frequencies of academic leaders who participated in this study are presented in Table 1.

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The mean age of the sample was 46 years (SD = 5.69; a range of age = 29 - 63 years; 97 men, 60 women). Data were collected from March to December 2021, and sampling was done

**Table 1:** Frequencies of academic leaders

| Academic leader | F | % |
|---|---|---|
| Dean | 18 | 11,5 |
| Vice-dean | 51 | 32,5 |
| Member of the senior management team | 6 | 4 |
| Head of department organisational unit | 82 | 52 |
| Total | 157 | 100 |

**Research Variables And Instruments**

### Personality traits

Personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Intellect/Imagination) we measured by the Mini-International Personality Item Pool questionnaire (Mini IPIP; Donnellan, Oswald, Baird, & Lucas, 2006). This instrument consists of 20 items, measuring the Big 5 traits each with four items. Participants were instructed to rate the punctuality of the description (e.g. "Keep in the background", "Am not really interested in others", "Get upset easily", "Get chores done right away", " Have a vivid imagination."). Items are rated on a five-point Likert scale (1 = Completely incorrect, 5 = Completely correct) and the total score is the average of the ratings on the four items per trait. A higher score indicates a higher degree of a trait. In our sample, we obtained satisfactory reliability values on all personality traits; Cronbach's alpha coefficient was 0.77 for Extraversion, 0.72 for Agreeableness, 0.72 for Conscientiousness, 0.71 for Neuroticism, and 0.76 for Intellect/Imagination. Our results are consistent with the results of previous research on Mini-IPIP (e.g. Donellan et al., 2006).

### Self-confidence

For this research, we developed an eleven-item Self-confidence scale for measuring self-confidence in this study. Examples of scale items: "I have respect for myself", "I feel I have much to be proud of". Items are scored using a 5-point Likert-type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Higher scores indicate higher self-esteem. The internal consistency reliabilities (i.e. Cronbach's alpha coefficient) were 0.75.

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The factorial structure of the Self-confidence scale based on EFA is shown in Table 2.

### Emotional intelligence

Emotional intelligence in this study we measured by the Emotional Skills and Competence Questionnaire (ESCQ-45; Takšić, 2002). The ESCQ consists of 45 items divided into three subscales: Ability to Perceive & Understand emotion (15 items, e.g., "When I see how someone feels, I usually know what has happened to him"), Ability to Express & Label emotion (14 items, e.g., "I am able to express my emotions well"), and Ability to Manage & Regulate emotion (16 items, e.g., "When I am in a good mood, every problem seems soluble").  Items were scored on a 5-point Likert scale ranging from 1 (Never) to 5 (Always). A higher mean score indicates a higher degree of EI. Chronbach's alpha of ESCQ-45 subscales was 0.82 for Ability to Perceive & Understand emotion, 0.84 for Ability to Express & Label emotion, and 0.73 for Ability to Manage & Regulate emotion. ESCQ had good psychometric characteristics in several cross-cultural studies (Faria et al., 2006; Takšić et al., 2009).

### Teacher self-efficacy

Teacher self-efficacy was measured by the Ohio State teacher efficacy scale (OSTES; Tschannen-Moran & Hoy, 2001). This scale consists of the three teacher efficacy subscales (instruction, management, and engagement). Each subscale contains eight items rated on a five-point Likert scale on a 5-point Likert-type scale ranging from 1 = strongly disagree to 5 = strongly agree. Examples of items: „How well can you respond to difficult questions from your students?" (Efficacy for instructional strategies), "How well can you establish a classroom management system with each group of students?" (Efficacy for classroom management), "How much can you do to help your students think critically"? (Efficacy for student engagement).

Cronbach's alpha coefficient was 0.90 for Efficacy for instructional strategies, 0.89 for Efficacy for classroom management, and 0.86 for Efficacy for student engagement, which is in line with previous findings (e.g. Tschannen-Moran & Hoy, 2001).

## Statistical Analysis

We calculated zero-order correlations to determine the bivariate correlations between personality traits, self-confidence, EI, and teacher self-efficacy. Six hierarchical regression analyses were performed in order to assess the unique variance in different aspects of teacher efficacy (instruction, management, and engagement) explained by the personality traits, self-confidence, and EI dimension. In all models, gender and age were entered as predictors at Step 1 as control variables.

# Results

## Exploratory Factor Analysis

We conducted an item-level exploratory factor analysis using principal axis extraction with varimax rotation to test the factor structure of the Self-confidence scale using SPSS. Kaiser-Meyer-Olkin coefficient (0.810), and Bartlett's test of sphericity (approx. Chi-square = 865.12, df = 55, p <. 001) indicate the adequacy of the correlation matrix analyses and adequacy of sampling.

**Table 2:** Exploratory factor analysis of the Self-confidence scale ($n$ = 157)

| Items | Loadings |
|---|---|
| SCS01 | 0.564 |
| SCS02 | 0.564 |
| SCS03 | 0.481 |
| SCS04 | 0.628 |
| SCS05 | 0.485 |
| SCS06 | 0.559 |
| SCS07 | 0.555 |
| SCS08 R | 0.635 |
| SCS09 R | 0.449 |
| SCS10 R | 0.452 |
| SCS11 R | 0.546 |
| Explained Variance | 52.28% |
| Note. SCS = Self-confidence scale. | |
| R = reversed coded item. | |

Principal component analysis and scree-plot yielded a one-factor solution, which accounted for 52.28 % of the variance of self-confidence. The extracted component was rotated to varimax solutions. Every item had its immediate loading on the factor defined by the other items of its scale and indicated acceptable loadings for all items exceeded 0.40 (see Table 2).

## Descriptive Statistics

The mean, SD, Cronbach's alpha coefficient, skewness, and kurtosis were computed for each of the measured variables. The mean values for all study variables were above the midpoint indicating the results that move above the mean on all variables. In the personality traits, neuroticism had the lowest value (10.20).

**Table 3:** Indicators of descriptive statistics, internal reliability coefficients, and a number of items within scales and subscales (*n* = 157)

| | *M* | *SD* | α | Skewness | Kurtosis | Number of items |
|---|---|---|---|---|---|---|
| **Extraversion** | 13.50 | 4.54 | 0.77 | -0.35 | -0.22 | 4 |
| **Agreeableness** | 15.20 | 6.32 | 0.72 | -0.42 | 0.05 | 4 |
| **Conscientiousness** | 14.67 | 3.67 | 0.72 | -0.23 | -0.61 | 4 |
| **Neuroticism** | 10.20 | 6.35 | 0.71 | -0.24 | -0.14 | 4 |
| **Intellect/Imagination** | 14.81 | 6.70 | 0.76 | -0.69 | 0.41 | 4 |
| **Self-confidence** | 31.04 | 5.01 | 0.75 | -0.21 | 0.37 | 11 |
| **ESCQ-45 total** | 149.07 | 12.47 | 0.86 | -0.23 | 0.34 | 45 |
| **Perceive and understand emotion** | 52.37 | 7.21 | 0.82 | -0.58 | 0.79 | 15 |
| **Express and label emotion** | 41.32 | 6.67 | 0.84 | -0.89 | 0.48 | 15 |
| **Manage and regulate emotion** | 55.38 | 6.21 | 0.73 | -0.57 | 0.93 | 15 |
| **OSTES total** | 85.82 | 10.45 | 0.92 | -0.84 | 1.14 | 24 |
| **Efficacy for instructional strategies** | 31.49 | 4.67 | 0.90 | -1.12 | 0.90 | 8 |
| **Efficacy for classroom management** | 28.70 | 3.45 | 0.89 | -0.78 | -0.68 | 8 |
| **Efficacy for student engagement** | 25.64 | 3.20 | 0.86 | -0.93 | -0.95 | 8 |
| *Note*: α = Cronbach's α, Sk– skewness, Ku – kurtosis. | | | | | | |

Express and label emotion had the lowest value (41.32) in the EI construct, while efficacy for student engagement ranked lowest (25.64) in the OSTES construct (Table 3). Our results on mean values are similar to the previous findings (Donnellan et al., 2006; Takšić & Mohorić, 2009; Tschannen- & Hoy, 2001). All scales have skewness and kurtosis in the acceptable range of tolerance for normal distribution within the recommended cut-offs of |2.0| (Gravetter & Wallnau, 2014), indicating univariate normality in the data (Hair et al., 2010).

**Correlations Analyses**

Table 4 shows bivariate correlations among observed variables. Intercorrelations between personality traits, self-confidence, emotional intelligence, and teacher self-efficacy are low to moderate. Self-confidence correlated mainly with high extraversion, high emotional intelligence, high efficacy for classroom management, and low neuroticism.

**Table 4:** The correlation between personality traits, self-confidence, emotional intelligence, and teacher self-efficacy ($N$ = 157).

| | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. E | - | | | | | | | | | | |
| 2. A | .05 | - | | | | | | | | | |
| 3. C | .21** | .06 | - | | | | | | | | |
| 4. N | -.08 | -.08 | .02 | - | | | | | | | |
| 5. I/I | .17* | .16* | .18* | .02 | - | | | | | | |
| 6. SC | .52** | -.06 | .24** | -.43** | .21** | - | | | | | |
| 7. PUE | .48** | .35** | .29** | -.34** | .22** | .56** | - | | | | |
| 8. ELE | .52** | .27** | .32** | -.43** | .24** | .47** | .23** | - | | | |
| 9. MRE | .40** | .24** | .27** | -.52** | .23** | .54** | .41** | .33** | - | | |
| 10. EIS | .37** | .19* | .17* | .09 | .25** | .37** | .32** | .18* | .34** | - | |
| 11. ECM | .42** | .17** | .22** | -.19* | .11 | .41** | .26** | .30** | .45** | .67** | - |
| 12. ESE | .32** | .17** | .13 | -.29** | .27** | .33** | .38** | .25** | .48** | .72** | .53** |

*Note*: E = Extraversion, A = Agreeableness, C = Conscientiousness, N = Neuroticism, I/I= Intellect/Imagination
SC = Self-confidence, PUE = Perceive and understand emotion, ELE = Express and label emotion, MRE = Manage and regulate emotion, EIS = Efficacy for instructional strategies, ECM = Efficacy for classroom management, ESE = Efficacy for student engagement.
*$p$ <.05, **$p$ <.01

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Efficacy for instructional strategies generally shared moderate positive correlations with personality traits (except neuroticism), self-confidence, and all EI dimensions. Efficacy for classroom management and efficacy for student engagement subscales were positively correlated with extraversion, agreeableness, conscientiousness, and intellect/imagination, and negatively with neuroticism. Both of these teacher efficacy subscales positively correlated to self-confidence and all three EI dimensions.

**Hierarchical Linear Regression Analyses**

In terms of the regression model (see Table 5) betas in the prediction of teacher self-efficacy, extraversion, conscientiousness, and intellect/imagination showed directional associations in common with efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement, indicating that these three personalities traits are highly important in terms of their teacher self-efficacy correlates. In percentage terms, personality accounted uniquely for 37% of the total score variance in efficacy for instructional strategies, (F∆ [7,149] = 17.09, p < .01), 28% in efficacy for classroom management  (F∆ [7,149] = 23,89, p < .01), and 33% in efficacy for student engagement (F∆ [7,149] = 32.32, p < .01) which is in line with Hypothesis 1. In line with prediction, neuroticism was associated only with efficacy for instructional strategies (β = -.16, p < .01) but not with the other two teacher self-efficacy dimensions (βs for classroom management and student engagement = -.06, .04, both ps > .05).

**Table 5:** Multiple regression analysis predicting teacher self-efficacy from personality traits

| Predictors | Model 1 (Criterion was efficacy for instructional strategies) | Model 2 (Criterion was efficacy for classroom management) | Model 3 (Criterion was efficacy for student engagement |
|---|---|---|---|
| | β | β | β |
| **Extraversion** | .47** | .34** | 43** |
| **Agreeableness** | .10 | .12 | .08 |
| **Conscientiousness** | .27** | .13* | .19* |
| **Neuroticism** | -.16* | -.06 | .04 |
| **Intellect/Imagination** | .22** | .14* | .32** |
| **$R^2$** | .37** | .28** | .33** |

*Note. N = 157. β = standardized estimate.*
**p <.05, **p <.01*

Consistent with Hypothesis 2 within the regressions analysis (Table 6) self-confidence showed independent associations with teacher self-efficacy (βs for instructional strategies, classroom management, and student engagement = .27, .22, .31, all ps < .01). Self-confidence accounted uniquely for 17% of the total score variance in efficacy for instructional strategies, (*F*Δ [3,153] = 11.09, *p* < .01), 13% in efficacy for classroom management (*F*Δ [3,153] = 13,89, *p* < .01), and 19% in efficacy for student engagement (*F*Δ [3,153] = 12.32, *p* < .01).

**Table 6:** Multiple regression analysis predicting teacher self-efficacy from self-confidence

| Predictors | Model 1 (Criterion was efficacy for instructional strategies) | Model 2 (Criterion was efficacy for classroom management) | Model 3 (Criterion was efficacy for student engagement |
|---|---|---|---|
| | β | β | β |
| **Self-confidence** | .27** | .22** | .31** |
| **$R^2$** | .17** | .13** | .19** |

*Note. N = 157. β = standardized estimate.*
***p <.05, **p <.01**

Also consistent with Hypothesis 3 (Table 7) all three teacher self-efficacy dimensions (instructional strategies, classroom management, and student engagement) showed significant independent positive associations with perceived and understand emotion (βs = .26, 19, 31, ps < .01). In addition, instructional strategies and student engagement showed significant independent positive associations with express and labelled emotion (βs =.17, 18, ps < .01). Unexpected, this EI sub-dimension was unrelated to efficacy for classroom management.

Percentage-wise, EI sub-dimension accounted uniquely for 22% of the total score variance in efficacy for instructional strategies (*F*Δ [5,151] = 21.38, *p* < .01), 16% in efficacy for classroom management (*F*Δ [5,151] = 13,68, *p* < .01), and 13% in efficacy for student engagement (*F*Δ [5,151] = 19,03, *p* < .01).

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**Table 7:** Multiple regression analysis predicting teacher self-efficacy from emotional intelligence

| Predictors | Model 1 (Criterion was efficacy for instructional strategies) | Model 2 (Criterion was efficacy for classroom management) | Model 3 (Criterion was efficacy for student engagement |
|---|---|---|---|
| | β | β | β |
| Perceive and understand emotion | .26** | .19** | .31** |
| Express and label emotion | .17* | .09 | .18* |
| Manage and regulate emotion | .35** | .27** | .22** |
| $R^2$ | .22** | .16** | .13** |

Note. N = 157. β = standardized estimate.
*$p$ <.05, **$p$ <.01

## Discussion and Conclusion

The major aim of this study was to evaluate relations between teacher self-efficacy dimensions (instructional strategies, classroom management, and student engagement), personality, self-confidence, and emotional intelligence – and in particular, to test for separate predictive associations for three teacher self-efficacy dimensions with these social and emotional competencies which are considered especially relevant to effective academic leadership (e.g., Stajković et al., 2018; Tschannen-Moran et al., 1998; Zacher & Johnson, 2015). Our study showed that reliability demonstrated via internal consistency of used scales and subscales including the Self-confidence scale developed for this research was adequate and in line with previous studies for personality (e.g. Donnellan et al., 2006), emotional intelligence (Faria et al., 2006; Takšić et al., 2009), and teacher self-efficacy (Tschannen-Moran & Hoy, 2001). Intercorrelations among study scales and subscales scales were low to moderate, sharing from 1% to 26% of the variance with each other.

The present study demonstrated that the study variables manifest similarly across gender and results indicated that the relationships between teacher self-efficacy and personality, self-confidence, and emotional intelligence did not vary across gender; i.e. gender did not moderate the relationship between teacher self-efficacy dimensions and personality, self-confidence, and emotional intelligence.

Our results are in line with meta-analytic findings (Stajković et al., 2018) as well as other previous research (Perera et al, 2018; Üstüner, 2017).

Relations between the Mini IPIP personality traits and teacher self-efficacy dimensions obtained in the current study were consistent with settings of the IPIP model of personality (Donnellan et al., 2006; Goldberg, 1997), and with the teacher self-efficacy conceptualization (Tschannen-Moran et al., 1998; Tschannen-Moran, & Hoy, 2001). In terms of Mini IPIP personality traits, extraversion emerged as the best predictor of all dimensions of teacher self-efficacy. Extroverted personality is associated with teachers' self-efficacy beliefs in student engagement and classroom management, which make sense since a higher propensity towards others generates positive affects and experiences (Costa & McCrae, 1992). Moreover, the emotional arousal of extroverted individuals is a source of self-efficacy (Bandura, 1993). Although less significant, these beliefs seem to be linked to consciousness through internal motivation (Üstüner, 2017). However, this result must be considered with caution because self-efficacy beliefs are teachers' perception of competence and not actual competence. This perception might change significantly depending on experience (de Jong, Mainhardet al., 2013). In line with some previous studies (i.e. Moreau & Smith, 2020; Üstüner (2017) and study hypothesis, conscientiousness and intellect/imagination also showed stronger relations with all three teacher self-efficacy dimensions. The Mini IPIP scales similarly predicted teacher self-efficacy dimensions, thus also suggesting that the teacher self-efficacy conceptualized components have demonstrated low discriminative validity. More specifically, in the current study, only neuroticism differently uniquely predicted low efficacy for instructional strategies. Conversely, neuroticism has the lowest correlation with teacher self-efficacy beliefs. This finding is consistent with previous studies on pre-service teachers (Moreau & Smith, 2020; Üstüner, 2017), and in line with the view that neuroticism is a maladaptive personality component that captures anxiety, angry hostility, depression, impulsivity, and vulnerability (Goldberg, 1993; Costa & McCrae, 1992).

As expected self-confidence showed independent associations with all three teacher self-efficacy dimensions which are in line with theoretical assumptions that teacher self-efficacy refers to one's sense of confidence in being able to accomplish specific teaching tasks (Tschannen-Moranet al., 1998). Also, our results are in line with previous findings showing a positive relationship between teachers' self-esteem and self-efficacy (Aðalsteinsson et al., 2014; Swackhamer et al., Kimbrough (2009).

Our results are also in line with theoretical settings that self-confidence (or self-esteem) is positively related to successful adaptation to life events in a private and business environment, self-control, the ability to accept criticism and cope with stress, as well as not being overly critical of oneself or others. On the other hand, low self-esteem is related to worse adaptation and various cognitive problems, such as depression, anxiety, addiction, eating disorders, difficult relationships, and low coping with stress (Mruk, 1999).

In line with our hypothesis, EI dimensions positively predicted all three teacher self-efficacy (instructional strategies, classroom management, and student engagement). On the bivariate level, results also showed positive correlations between teacher self-efficacy and EI, which is in line with prior research showing positive associations of self-efficacy among teachers and the EI dimension (Chan, 2004).

Furthermore, the EI sub-dimension accounted for 22% of the total score variance in efficacy for instructional strategies, 16% for classroom management, and 13% for student engagement. Given that model of EI of Mayer & Salovey (1997) model captures four dimensions of EI: emotion perception, emotion understanding, emotion facilitation, and emotion regulation which can help people to use emotions and moods to induce adaptive behaviour, our results were expected and in line with previous findings (Zurita-Ortega et al., 2019). The results of this study show that there are different personality profiles related to teacher effectiveness among academic leaders. This finding could help design different selection programmes in the selection of academic leadership.

## Limitation And Future Directions

Although the present study that assesses the role of social and emotional competencies for effective leadership in private higher education has a valuable contribution to the field, certain limitations must be borne in mind in interpreting findings from this study. First, the study sample consisted of academic leaders in private higher education institutions rather than academic leaders in public higher education. Although such a sample may be appropriate for investigating continuous relations between study variables, additional studies with other samples are needed. The sample size was insufficient to examine gender differences, and convenient sampling is not appropriate for collecting data. Since convenient sampling is a subjective sampling and result is not efficient due to the bias estimate.

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A second notable limitation concerns our exclusive reliance on self-report measures, which may have inflated observed associations between psychopathy facets and personality trait scores. These limitations, the current study revealed unique predictive relations for significant personality and emotionality predictors, and differential associations with teacher self-efficacy, thereby providing new insights into the overlap and distinctiveness among the three self-efficacy dimensions as operationalised by the Ohio State teacher efficacy scale. As such, the results have implications both for research and practical assessment of competencies for effective academic leadership, particularly in the private higher education sector. The current work also provides evidence for the effectiveness of the new Self-confidence scale developed for measuring self-confidence in this study.

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The authors declare no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

## About the Authors

**Sarwar Khawaja,** Chairman Business Development, MBA, LLM; Chairman Business Development, Oxford Business College, 65 George Street, Oxford, United Kingdom.

**Dr Katarina Sokić,** Research Associate at Oxford Business College, PhD (Psychology), MSc in Civil Law.

**Dr Fayyaz Hussain Qureshi,** Head of Research, BA, (Economics and Journalism), BSc (Botany, Zoology and Chemistry), MA (English Literature), MBA (Marketing), MBA (Finance), MSc (Internet Technologies), Doctorate in Marketing, PGD (Organisations Knowledge), Oxford Business College, 65 George Street, Oxford, United Kingdom.
Doctoral Supervisor, University of Wales Trinity Saint David (UWTSD)

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