A QUANTITATIVE STUDY: PREDICTING THE CONCEPTS OF EMOTIONAL INTELLIGENCE AND BURNOUT OF CURRENT NONPROFIT LEADERS

by

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Abstract

Nonprofit organizations traditionally lack in areas such as financial resources, leadership development as well as a history of suffering from the effects of burnout. The concept of Emotional Intelligence has been associated with effective leadership skills such as employee motivation, job satisfaction and organizational loyalty. This study applied a non-experimental quantitative analysis to examine the models of Emotional Intelligence (ability and trait) and burnout as related to current nonprofit organizational leaders. Current nonprofit organizational leaders were assessed using the surveys Trait Emotional Intelligence Questioner- Short Form, Assessing Emotions Scale and the Maslach Burnout Inventory – General Survey. These surveys were distributed to identify the predictability of Emotional Intelligence ability from trait Emotional Intelligence, burnout, gender and age through the use of a multiple linear regression analysis. The multiple linear regression statistical analysis stepwise method found that trait Emotional Intelligence is a statistically significant predictor of identifying Emotional Intelligence ability of current nonprofit organizational leaders. The practical implications of this study provided nonprofit organizations the justification to create leadership developmental practices based in foundational psychological principles. The theoretical implications of this research identified that further scholarly literature be conducted on the correspondence of trait Emotional Intelligence and Emotional Intelligence ability as distinctly differing models that are associated through forecasting and prediction.

Dedication

This dissertation is dedicated to my family and extended family for continuously motivating and inspiring me to challenging me in all aspects of my life.

Thank you to my mother, Rose Lacend, your fortitude, steady guidance and love created the foundation for me to know that all my dreams are possible. And to my father, Froilan Miranda, through time and distance, we have never been closer as we are today, thank you for laughter, passion and dedication. Para Mi Abuela, Emilia Vasquez, you are not here but you have never been forgotten, your unconditional commitment to family, created my foundation of discipline, faith and resolve.

I dedicate this dissertation, to all the many souls that have crossed my life, each of you has taught me life lessons of love, commitment, support and connection, without you this work would not have been possible.

Finally, Mateo, you are the most important and inspiration being in my life, you have elevated me to a higher ground in ways that you can not understand at this moment. Always, know, I love you dearly and unconditionally.

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Thank you to the think2perform Research Institute and Dr. Fischer, for entrusting me with constructing a dissertation that is founded in scholarly research to push the boundaries of leadership effectiveness from a psychological perspective.

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CHAPTER 1. INTRODUCTION

Industrial/Organizational Psychology

Industrial/Organizational (I/O) psychology is a specific subject matter that applies foundational psychological principles and theory to the work setting. The American Psychological Association (2016c) indicated that I/O psychology is the scientific and practical application of psychological measurements to evaluate and investigate human behavior within the organizational setting. Specifically, I/O psychology is a collaborative partnership between foundational psychological principles with the implementation of those principles as related to the workplace. The focus of I/O psychology provides founded insights in understanding human behavior to support the process of productivity, motivation, job satisfaction and reduce turnover that results in benefiting the overall organizational culture. The current research examined the theoretical basis of Emotional Intelligence (EI) and burnout as it pertains to nonprofit organizational leadership.

This study was grounded in I/O psychological principles in order to examine the current state of nonprofit organizational leadership in relation to EI and burnout. The primary emphasis of this research was to explore current nonprofit organizational leadership in relations to the theoretical framework of EI and burnout. In general, the nonprofit organizational industry has not been afforded extensive academic literature with regard to concepts related to I/O psychology, which includes the theoretical principles related to burnout and EI. The research presented evaluated and identified the current need for further literature of nonprofit

organizational leadership in regards to burnout and EI from a quantitative methodological perspective.

Background of the Problem

Nonprofit Organizational Leadership

Nonprofit organizations are institutions originated for the purposes other than to generate income (Cornell University, 2015). A central focus of nonprofit organizational practices is centered around programming that is motivated by the institutions' mission/vision (Phipps & Burbach, 2010) as well as employees that are intrinsically motivated that is in contrast with public and private sector employees (Kahnweiler, 2011). Coordinating programs and structures that are focused on achieving the organizational vision is a mainstay of nonprofit organizations. As a result of focused programming, nonprofit organizations have historically suffered from high levels of turnover with regards to leadership positions (Carman, Leland & Wilson, 2010) as well as the lack of leadership succession planning practices (Elkin, Smith & Zhang 2012; Santora, Sarros, Bozer, Esposito & Bassi, 2015). Light (2002) indicated that nonprofit organizations are particularly vulnerable to experiencing burnout due to high levels of emotional exhaustion and stress. Additionally, Kahnweiler (2011) reported employees and managers are mandated to "do more with less" as a result of nonprofit organizational budgetary constraints. These operating strategies of nonprofit organizations require executive leadership to focus on outcomes rather than the employee related developmental efforts that include contingency planning for future leadership as well as the focused efforts to reduce the effects of burnout.

Burnout

Burnout is the psychological state of emotional exhaustion attributed to job related pressures and/or stress (Maslach & Leiter, 2005). Beheshtifar and Omidvar (2013) indicated that

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the management's approach of being inflexible and the lack of organizational growth

opportunities assists in elevating the effects of burnout. When considering that nonprofit

organizations are known for creating high stress work environments, having limited professional

growth opportunities and being restricted by a limited budget (Kahnweiler, 2011) the effects of

burnout present a distinct problem to the organizational culture. The process of burnout is

undoubtedly an integrated element of organizational culture of nonprofits. Naveed and Saeed

Rana (2012) stated that organizations that have a focused effort on controlling burnout are

rewarded with creating an environment that facilitates a productive workplace. Therefore, the

purpose of this research is to identify the correlational relationship of nonprofit organizational

leaders' level of burnout and EI.

Emotional Intelligence

The concept of EI within the psychological field is a recently developed theoretical

framework. Currently there are three working theoretical models related to EI that include

ability EI, trait EI and a mixed-model version. This research focused on two models of EI

namely, EI ability and trait EI. In general, EI ability is interpreted as one's ability to recognize,

manage, facilitate and influence emotional content in social interactions (Mayer, Salovey &

Caurso, 2004). EI ability is a skill-set that involves both self-awareness and the ability to

gauge/comprehend "emotional information" with the context of social interactions or exchanges

(Mayer et al. 2004). In contrast, trait EI differs from EI ability in that the former is founded on

one's identified definition and/or impressions of one's behavioral dispositions within the

interpersonal domain of personality. Specifically, trait EI is reported as being a category of self-

perceived emotional-related abilities and behavioral dispositions that are located within the realm

of personality (Petrides & Furnham, 2001; Petrides, Pita & Kokkinaki, 2007). The complexity of

trait EI in correspondence with EI ability provides for a greater understanding of self and one's defined internal world as perceived to the outside social world.

The concept of EI has been linked to I/O psychological principles that includes leadership efficacy (Kerr, Garvin, Heaton & Boyle, 2006), employee satisfaction (Webb, 2014; Zammuner, Dionisio, Prandi & Agnoli, 2013), employee motivation (Yaghoubi, Mashinchi and Hadi, 2011), job satisfaction (Siddiqui & Hassan, 2013), management effectiveness (Anand & UdayaSuriyan, 2010) along with mediating the effects of burnout (Haung, Chan, Lam & Nan, 2010; Sharma, 2007). A considerable amount of literature on leadership and EI has been conducted within the public and private sector. Yet, there has been limited literature within the nonprofit sector regarding these concepts as well as the correlation of the concepts as specific to leadership developmental practices. However, there has been a small amount of research conducted on burnout and EI that is associated with individuals that exhibit higher levels of EI are able to reduce the effects of burnout (Haung, et al. 2010; Sharma, 2007). Due to the apparent gap in the literature, the basis of this study focused on the theoretical differences of EI and burnout in relations to current nonprofit organizational leaders.

Statement of the Problem

The nonprofit organizational sector has unique characteristics and nuances that include having limited financial resources, mission-driven practices (Phipps & Burbach, 2010) as well as deficiencies in leadership developmental practices (Carman, et al. 2010; Johnson, 2009; Kahnweiler, 2011). As a result, this study intended to identify the predictability of EI ability through the correspondence with trait EI, levels of burnout, age and gender in regards to current nonprofit organizational leaders. In contrast previous research conducted by Copestake, Gray and Snowden (2013) found that trait EI and EI ability are negatively related. Copestake, et al.'s

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(2013) sample included convicted male offenders and the researcher found that participants with a large number of trait EI behavioral dispositions scored lower on overall EI ability. However, the literature is limited within the field regarding the prediction and/or correlation of EI ability and trait EI. This study focused on working nonprofit professionals in supervisory, middle and executive management positions to identify the relationship of the variables of EI ability, trait EI and burnout.

This study also examined nonprofit leaders' ability to cope with burnout in relation to predicting EI ability. Examples of the psychological effects of high levels of burnout include job dissatisfaction, absenteeism, turnover and lack in job performance (Maslach, Jackson & Leiter, 2012). Therefore, the ability to cope with burnout and remain a functional leader in the work environment creates employees that are engaged and satisfied (Leary, Green, Denson, Schoenfield, Henley& Langford, 2013). The specific characteristics associated with the nonprofit sector discussed earlier contribute to creating an environment that is prone to the effects of burnout. Leadership effectiveness is associated with factors related to EI ability, trait EI and the ability to cope with burnout provided the framework for this study. Specifically, this study aimed to examine the predictability of EI ability through the identification of trait EI, ability levels of burnout gender and age of leaders within nonprofit organizations.

Purpose of the Study

The purpose of this study was to examine the influenced played on nonprofit organizational leaders EI ability from trait EI, burnout, gender and age. The problem addressed in this research is the role of trait EI, burnout, age and gender play in forecasting EI ability of nonprofit leaders. Specifically, the purpose of this research to advance scientific knowledge by expanding and extending current research as well as examining the theoretical stance of EI (e.g.,

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ability and trait) and burnout in regards to leaders of nonprofit organizations. The central research question being addressed in this study was the following: Do the variables of age, gender, trait emotional intelligence, and burnout collectively predict emotional intelligence ability in nonprofit organizational leaders?

Current Literature

Mayer, et al. (2004)'s definition of EI ability is interpreted as one's capacity to identify, control, facilitate, assess and process "emotional information" in regards to self and the external social world in a positive and productive manner. Currently, the Mayer et al. (2004) is the most widely accepted definition of EI ability. Yaghoubi, et al. (2011) found that leaders that have high levels of EI increase subordinate productivity and motivation. Khalili (2012) presented an EI literature review and found that leaders that are capable of comprehending and facilitating emotions are successful within the workplace. Additionally, Anand and UdayaSuriyan (2010) reported that there is a positive relationship of EI ability, behavior modeling and handling of subordinates within the workplace. Scholarly literature within the private and public sector reported that the concept of EI has been comprehensively reviewed and analyzed. However, the nonprofit organizational sector continues to be ignored by academic literature specifically in reference to the correspondence of trait EI, EI ability level as well as burnout.

The process model of burnout states that emotional exhaustion, depersonalization and reduced personal accomplishment as related to professional and personal demands result in burnout (Leiter, 1993; Leiter & Maslach, 1988). The process of burnout incorporates experiences of emotional exhaustion as related to work pressures that results with the reduction in productivity and accomplishment (Leiter, 1993; Leiter & Maslach, 1988). Since the inception of the concept of burnout by Freudenburger (1974), there has been a tremendous amount of

research conducted examining burnout regarding both human service and non-human service professionals (Sharma, 2007). Consequently, there is a gap in the literature regarding the examination of the correlation of EI ability, trait EI and burnout as related to nonprofit leadership.

Contribution to Research

This study examined the relationship and the theoretical frameworks of EI ability, trait EI and burnout of current nonprofit organizational leaders. The EI ability theoretical framework is based on the capacity to perceive, comprehend, and manipulate emotional subject matter within the social world (Mayer, et al. 2004), trait EI is based on emotional self-perception as well as behavior dispositions related to personality (Petrides & Furnham, 2001; Petrides, Pita & Kokkinaki, 2007) while burnout is the outcome of unmanaged professional and environmental pressures (Sharma, 2007). This study specifically focused on the analyzing of the predictability of EI ability from the variables of trait EI, burnout, gender and age of current nonprofit organizational leaders. This research analyzed the probability of nonprofit organizational leaders' EI ability through a quantitative non-experimental methodology to gain statistical evidence in identifying a correlation of the independent variables of trait EI, burnout, gender and age. The results of this study provided statistical data in gaining a greater understanding on how to identify potential future leaders and a foundation for leadership developmental practices within nonprofit organizations.

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Significance of the Study

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The intention of this study was to extend the current literature and explore the theoretical frameworks of the relationship of EI ability, trait EI and burnout regarding current nonprofit leaders. This study implemented a multiple linear regression analysis to assisted in gaining an

understanding of the statistical relationship of the research variables. The purpose of this examination was to identify a predictive relationship of the dependent variable (e.g., EI ability) from the independent variables (e.g., trait EI, burnout, gender and age) of current nonprofit leaders to fill the gap in the literature while identifying practical implications for leadership development within nonprofit organizations.

In recent years, the concept of EI has been debated and linked to leadership practices, which included effective management, motivation and productivity (Khalili, 2012). The purpose of this analysis was to explore the applicability of EI ability from trait EI and burnout as related to nonprofit organizations through the implementation of a non-experimental quantitative analysis. The basis of this study is focused on identifying the differences of nonprofit organizational culture, industry trends (Carman, et al. 2010; Johnson, 2009) as well as production outcomes (Kahnweiler, 2011), which differs from the public and private sector. Currently there is limited research conducted the correlational relationship of the theoretical foundation of trait EI, ability EI and burnout with regard to nonprofit organizational leaders. The focal point of this research was leadership and was being defined as a universal approach to recognizing and "facilitating excellence in others (Bass & Bass, 2008 p. 15)." This research presented the specific differences of nonprofit organizational culture and the necessity to change current leadership developmental practices. The theoretical underpinnings of EI has been associated with leadership proficiency (Anand & UdayaSuriyan, 2010; Ramchunder & Martins, 2014; Ruderman, Hannum, Leslie & Steed, 2001) leadership development (Batool, 2013; Sadri, 2012) and organizational productiveness (Srivastava, 2013). Therefore, this study addressed the need for further academic literature along with advancing the theoretical comprehension of EI ability and trait EI along with burnout in regard to leaders of nonprofit organizations.

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<center>**Research Questions and Hypotheses**</center>

Central Research Question

The principle research question for this analysis was: Do the variables of trait emotional intelligence, burnout, age and gender collectively predict emotional intelligence ability in nonprofit organizational leaders?

H_0: The variable of trait emotional intelligence, burnout, age and gender collectively does not predict emotional intelligence ability in nonprofit organizational leaders.

H_a: The variable of trait emotional intelligence, burnout, age and gender collectively does predict emotional intelligence ability in nonprofit organizational leaders.

Subquestions to the Research Question

Research Question 1. Does the variable of trait emotional intelligence, when age, gender and burnout are held constant, significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders?

$H1_0$: The variable of trait emotional intelligence, when age, gender and burnout are held constant, does not significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

$H1_a$: The variable of trait emotional intelligence, when age, gender and burnout are held constant, does significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

Research Question 2. Does the variable of burnout, when trait emotional intelligence, age and gender are held constant, significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders?

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H2$_0$: The variable of burnout, when trait emotional intelligence, age and gender are held constant, does not significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

H2$_a$: The variable of burnout, when trait emotional intelligence, age and gender are held constant, significantly contributes to the prediction of emotional intelligence ability in nonprofit organizational leaders.

Research Question 3. Does the variable of age, when trait emotional intelligence, burnout, and gender are held constant, significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders?

H3$_0$: The variable of age, when trait emotional intelligence, burnout and gender are held constant, does not significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

H3$_a$: The variable of age, when trait emotional intelligence, burnout and gender are held constant, does significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

Research Question 4. Does the variable of gender, when age, trait emotional intelligence, and burnout, are held constant, significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders?

H4$_0$: The variable of gender, when trait emotional intelligence, burnout and age are held constant, does not significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

H4$_a$: The variable of gender, when trait emotional intelligence, burnout and age are held constant, does significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders

Definition of Terms

The following terms are used in the research:

Burnout is the psychological state of emotional exhaustion, depersonalization and reduction of personal accomplishment that is associated with job related stress, environmental pressures/demands (Maslach & Leiter, 2005).

Emotional Intelligence ability is defined through the Mayer, et al's (2004) Four-branch ability model that is hierarchal structure that accounts for one's level of EI ability. The four-branch ability model consist of the following order: (a) the ability perceive emotions, (b) the ability to facilitate emotional reasoning, (c) the ability to comprehend and communicate cognitive process (thought process) and (d) the ability to manage emotions (Mayer, et al. 2004).

Maslach Burnout Inventory (MBI) General Survey (GS) is a psychometric instrument that is intended to assess the cycle of burnout through the following sub-scales: emotional exhaustion, depersonalization and reduction of personal accomplishment (Maslach & Leiter, 2005).

Nonprofit organization(s) (NPO) were broadly defined as a business entity that has been created for purposes other than to generate income (Cornell University, 2015). A nonprofit organization includes the following types of businesses: research institutes, political organizations, legal aid societies, volunteer services organizations, labor unions, churches, public schools, public charities, public clinics and hospitals, labor unions, professional associations, museums, and some programs within governmental agencies (Cornell University, 2015).

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No-profit organizational leaders were defined for the purposes of this study as years of supervisory experience within a nonprofit organization, 30- 70 years of age, span of control (i.e., number of subordinates), currently employed or recently retired (within the last 6 months), which varied in gender, age, ethnicity, race and socio-economic level.

The Assessing Emotions Scale (AES) is an assessment that focuses on identifying one's EI ability level (Schutte, et al. 2009). Specifically, the Assessing Emotions Scale is founded on the original theoretical basis of the Salovey and Mayer's (1990) EI ability model. Schutte, et al. (2009) indicated that Mayer, et al. (2004) refined the theoretical basis of EI, yet, the foundational principles of the theory remained the same. The Assessing Emotions Scale is focused on identifying EI ability through the following measures: emotional perception, emotional self-management, social and emotional interaction and emotional facilitation (Schutte, et al. 2009).

Trait Emotional Intelligence is a category of self-perceived, emotion-related abilities and behavioral dispositions that are located in the lower level of personality (Petrides & Furnham, 2001; Petrides, Pita & Kokkinaki, 2007).

Trait Emotional Intelligence Questionnaire- Short Form (TEIQue-SF) is a psychometric instrument that is founded on the trait EI theory (London Psychometric Labs, 2015). The TEIQue-SF survey specifically focus on the following sub-scales: well-being, self-control, emotionality and sociability of the trait EI model (London Psychometric Labs, 2015).

Research Design

A non-experimental quantitative analysis was the research design for this study while examining the following research question: Do the variables of trait EI, burnout, age and gender collectively predict EI ability in nonprofit organizational leaders? The application of a multiple linear regression allowed the researcher to explore and identify that independent variable(s) that

significantly contributed to the overall prediction of the outcome variable (i.e., dependent variable) (Mertler & Vannatta, 2005). The stepwise method was also selected to specifically determine the exact predictor variable(s) that had the most impact on the dependent variable (Field, 2013).

Due to the specifics of the research design, the sample population was chosen through purposive sampling and the data was collected through a web-based survey of the following three instruments: Assessing Emotions Scale (Schutte, Malouff, & Bhullar, 2009), Trait Emotional Intelligence Questionnaire –Short Form (TEIQue-SF) (Petrides, 2009) and the Maslach Burnout Inventory – General Survey (MBI-GS) (Maslach, Jackson, Leiter & Schaufeli, 1981). The surveys were collected via the Internet through the use of a web-based online survey software service (e.g., Qualtrics). The use of purposive sampling allowed the researcher to identify a sample based on specific characteristics of the greater population (Leedy & Ormrod, 2010) of nonprofit organizational leaders. The sample consisted of nonprofit organizational leaders with the following criteria: 30 to 70 years old, currently employed at a nonprofit organization and/or recently retired within the last six months, currently holding supervisory, middle management or an executive-level management positions, a minimum of five years in a supervisory role, supervising at least three or more subordinates and no prior formal EI training.

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Assumptions and Limitations

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Methodological Assumptions

The objective of this non-experimental quantitative analysis was to conduct a multiple linear regression to determine, if, trait EI, burnout, age and/or gender (e.g., independent variables) effectively predicted EI ability (e.g., dependent variable) of current nonprofit organizational leaders. A multiple linear regression is a statistical procedure that requires a

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sufficient sample size in order to identify the probability of the outcomes are to be assumed for the larger population (Warner, 2007). The procedure known as statistical power was calculated to determine the number of participants for the purposes of estimating an effect on the larger population if there was in fact an effect on the larger population (Field, 2013). The use of G*Power software confirmed that the a priori power analysis of a statistical power of 0.80 with four predictor variables and the probability of 0.05, the sample size was calculated at 85 participants. Therefore, the results of this study are generalized to the overall population of current nonprofit organizational leaders due to the assumptions of statistical power being met by gaining a sample of at least 85 qualified participants.

Theoretical Assumptions

The theoretical framework of this study to included EI ability, trait EI and burnout. A major theoretical assumption of this study was the relationship of EI ability and leadership effectiveness. Previous research has indicated that EI ability is equivalent to a leader's ability to motivate (Yaghoubi, et al. 2014), increase job satisfaction (Siddiqui & Hassan, 2013) and reducing burnout (Haung, et al. 2010; Sharma, 2007). However, these studies were conducted within industries other than the nonprofit sector. Another theoretical assumption of the research revolved around the correlation of EI ability and trait EI. Previous research conducted by Copestake, et al. (2013) concluded that trait EI and EI ability do not positively correlate. There has been limited literature on the correlation of EI ability in relation to trait EI and burnout with regard to nonprofit organizational leadership. This research provided a distinct perspective on the theoretical frameworks of EI ability, trait EI and burnout, specifically, with relation to nonprofit organizational leadership.

Measurement Assumptions

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This non-experimental quantitative analysis implemented the use of psychological instruments collected through an anonymous Internet survey. The research assumed that the participants of the study had the ability to read, understand and are truthful in their responses of the survey questions. The instruments used within this research are written on an 8th grade level of comprehension. Finally, the research assumes that participants within the study are able to read, write and comprehend on an 8th grade level.

Limitations

Limitations to the study included the duration of the completion of the instruments and the specific inclusion-exclusion criteria being focused on experienced nonprofit organizational leaders. The theoretical framework for this study included the Mayer, et al. (2004) EI ability model, namely the four-branch ability model. The Mayer, et al. (2004) model is supported and measured by the Mayer-Salovey-Caruso-Emotional-Intelligence-Test (MSCEIT). The MSCEIT is intended for individuals 17 years of age and older and takes approximately 30-45 minutes to complete. The MSCEIT is ideally the measurement to use when evaluating one's EI ability. However, the limitation of participation from the sample does not allow for the inclusion of this instrument. An additional limitation was associated with the inclusion-exclusion criteria and the sample size of nonprofit organizational leaders. The inclusion- exclusion criteria were specific to seasoned nonprofit organizational leaders that restricted an already limited population. Finally, the primary focal point of this study was the nonprofit organizational sector unlike its counterparts (private and public industries) employees are intrinsically motivated by the organizational mission (Phipps & Burbach, 2010) and are negatively affected by limited financial resources of the organization (Kahnweiler, 2011). As a result, nonprofit organizational leaders are restricted on time to participate and complete the surveys associated with this study.

Organization of the Remainder of the Study

The organization of the remainder of this study is outlined in four chapters. Chapter 2 provides a thorough examination of the theoretical orientation of the existing literature concerning nonprofit organizational leadership, EI and burnout. Chapter 2 also introduces the instrumentation employed within this analysis that included the AES, TEIQue-SF and the MBI-GS. Chapter 3 examined the chosen research methodology, design and thorough explanation of the instruments used within this analysis. Chapter 4 presents an in-depth evaluation and presentation of the preparation, pre-analysis, challenges and summary of results of a multiple linear regression statistical analysis. Chapter 5 explores the theoretical and practical implementations of this study, as well as, illustrated recommendations for future research in regards to nonprofit organizational leadership development, EI and burnout.

CHAPTER 2. LITERATURE REVIEW

Methods of Searching

The concept of EI has been largely researched throughout scholarly literature with the focus primarily on the private and public sectors. Due to the limited literature within the nonprofit organizational sector, the focus of this study was based on the foundational principles of EI ability, trait EI and burnout with relation to current nonprofit organizational leadership. The scholarly literature for this study was applied through various means that included database searches (e.g., ABI/INFORM Global, Business Source Complete, Dissertations@Capella, EBSCOhost, Google Scholar, Mental Measurement Yearbook, ProQuest Psychology Journals and PsycARTICLES) as well as primary sources that included both digital and printed books/media. The principle topics and/or search terms that were examined in reference to the literature included "*Emotional Intelligence theory*", "*trait Emotional Intelligence*", "*burnout*", "*nonprofit organizations*" and "*nonprofit leadership*." Further analysis into the theoretical underpinnings of EI ability theory, the trait EI model and process model burnout prompted examination into methodological approaches (e.g., qualitative, quantitative and mixed-method) along with surveys/measurements that included the following: MBI-GS, Assessing Emotions Scale and the TEIQue-SF.

After a thorough analysis of the research literature where the focus was based within the private and public business sectors in regards to leadership and EI. Additionally, the correlation

of the concepts of EI (e.g., trait and ability) and the burnout process has had little attention within scholarly literature. Due to the lack of research surrounding the relationships of the concepts of EI (e.g., trait and ability), burnout and nonprofit organizations this study was further motivated and supported future research within the field of I/O Psychology.

<p align="center">**Theoretical Orientation for the Study**</p>

The theoretical orientation of EI ability, trait EI and burnout have been rigorously researched within scholarly circles individually. Additionally, the concept of EI has three theoretical frameworks that include the following: EI ability, trait EI and a mixed-model version of EI. However, for the purposes of this study the central focus of the theoretical basis of trait EI and ability EI models along with the process model of burnout were examined. Specifically, this study assessed nonprofit organizational leaders' EI ability and the correlation with trait EI and burnout that has not previously been examined within the current scholarly literature.

Emotional Intelligence

The history of EI dates back to ancient Greece where the notion that the thought process and emotions are two opposing entities (Mayer, et al. 2004). The psychological community initially termed EI in the 1960's (Leuner, 1966) and interest began to grow in the 1980's regarding the connection of rational thought and emotions (Mayer, et al. 2004). Salovey and Mayer (1990) initially presented the foundational theory of EI in their article titled "Emotional intelligence: Imagination, cognition and personality." In 2004, Mayer, et al. (2004) further refined and illustrated the theoretical basis of EI as an ability that is pliable and able to be fostered. The Salovey and Mayer (1990) and the Mayer, et al. (2004) models both have identical foundational principles related to the theory of EI as an ability. The idea of EI became popularized beyond the psychological community by Daniel Goleman's (1995) book "Emotional

Intelligence" and subsequent articles and books detailing the concept of EI as mixed-model version (e.g., trait and social intelligence) within the educational and business communities. The EI model was introduced based on personality traits and behavioral dispositions, termed trait EI (Petrides, Furnham & Frederickson, 2004).

Throughout these various models and versions of the theory of EI, the Mayer, et al. (2004) definition of EI ability is the most widely accepted interpretation. Mayer, et al. (2004) defined EI as the ability to identify, perceive, facilitate, comprehend and manage emotional content in social exchanges. Mayer, et al. (2004) stated that in order to analyze EI there must be a clear understanding of intelligence, emotions and the interaction of the two concepts. In general, cognitive intelligence is known as the capability to perform tasks such as learning and comprehending abstract ideals to then integrating those ideals into one's environment. (Mayer, et al. 2004). To the contrary, social intelligence is one's capacity to understand, facilitate, manipulate functions and thought-patterns appropriately in relation to the social world and social interactions (Mayer, Salovey and Caruso, 2008). The concept of social intelligence was introduced but Thorndike in the 1920's as a form of managing one's and other's behaviors (Mayer, et al. 2008). The distinction of cognitive and emotional intelligence is in the understanding of self-awareness of behavioral norms of others associated with "emotional information" that is specific to social skills related to social-interactions and/or social-exchanges.

The theoretical basis of EI is one's proficiency of identifying, comprehending and manipulating emotional content and information within social exchanges (Mayer, et al. 2004). Mayer, et al. (2004) stated that "emotional information" is defined as the communication gained through conveyed behavioral reactions and physical gestures associated with emotional related content within an identified social exchange. Emotional content within the workplace can play

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either a positive or negative role within the inter-personal relationships within the organizational

setting (Jain, 2012). Mayer, et al. (2008) reported that emotions are an essential component in

supporting the comprehension of self and others' behavior reactions to "emotional information"

within social interactions/exchanges.

Mayer, et al. (2004) stated that the theoretical underpinnings of EI are related to four

distinct elements that include being able to identify, understand, comprehend and manage

emotions (Caruso, Mayer & Salovey, 2002; Chin, Anantharaman & Tong, 2011; Mayer, et al.

2004; Mayer, et al. 2008). Furthermore, EI is the capacity to gain awareness of self and others'

emotional state while comprehending the emotional messaging within these social exchanges.

The overall concept of EI encompasses the following three working theoretical approaches that

are the following: trait EI (Petrides, et al. 2004), EI ability (Salovey & Mayer, 1990; Mayer, et

al. 2004) and the version of mixed-model of EI (e.g., Daniel Goleman) (Mayer, et al. 2008).

Mixed-Model of Emotional Intelligence. This study focused on the theoretical

foundation of two contrasting models of EI ability and trait EI. However, it is worth noting a

brief presentation of the mixed-model version of EI that was introduced by Daniel Goleman's

(1995) book "Emotional Intelligence." The mixed model version of EI indicated that

Intelligence Quotient (IQ) is only one small component of being a successful leader. The mixed-

model version EI indicates that leaders' ability to understand, manage and be flexible to their

emotional and social surroundings are more capable of being effective leaders (Goleman, 1995).

Additional, Goleman (1998) indicated cognitive thought is interconnected to emotional response,

which results in shifting and changing of behavior. There are five dimensions of leadership

within the mixed-model version that include self-awareness, self-regulation, motivation, empathy

and social skills (Goleman, 2004). Each of these dimensions within the mixed-model version of

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EI emphasized the awareness of leaders to understanding emotional content and social interactions in order to produce increased performance within the work environment.

The focus of the mixed-model version of EI is the incorporation of one's cognitive ability, emotional knowledge base and social skills as a staple to effective leadership. The mixed-model version, in brief, examines both social and cognitive intelligence as well as attributes related to personality to indicate one's level of EI skill. Goleman reported that EI is pliable and able to mature through training and experience, which is similar to the EI ability model. The distinct factor of the mixed-model version of EI incorporates both personality and one's emotional skill set. This study was focused on the EI ability and trait EI as both of these models are in complete contrast to one another in order to gain a greater understanding on the correspondence of these two models as related to current nonprofit organizational leaders.

Emotional Intelligence (EI) Ability. Mayer, et al. (2004) reported EI is the ability to recognize, manage, and influence "emotional information" during social exchanges. EI is a form of social intelligence that is flexible for further refinement and development that contrasts in relation to cognitive intelligence as being fixed (Mayer, et al. 2004). The hierarchal process of the four-branch ability model assesses EI ability level from the preliminary recognition of emotions to an inclusive level of managing others and one's own emotions (Mayer, et al. 2004; Mayer, et al. 2008). Mayer, et al. (2004) indicated in order to progress through the four-branch ability model, the individual must be able to comprehend and incorporate these skills within one's personality and behavioral reactions. The significance of the EI ability model proposes that EI ability has the potential to evolve and mature when applied in the developmental process.

The four-branch ability model provides an explanation of the complexity of emotions collaborating with behavior as a developmental/hierarchal approach. Branch 1 is synonymous

with the identification of emotions such as facial expressions, body gestures and emotional modes of communications (Mayer, et al. 2004). Branch 1 of the ability model is the basic understanding of recognizing emotional visual cues and behavioral expressions by others through various social interactions.

Branch 2 is specific to the thought process, as related to the integration of emotions and thought. Mayer, et al. (2004) indicated that Branch 2 is based on one's capacity to link and create an emotional "knowledge base" that associates emotions in the thought process. Branch 2 is the ability to identify emotional experiences and social interactions as well as understanding the relationship that emotions play on the thought process. Branch 2 is the connection of engaging` the cognitive process regarding emotions in the social world (Mayer, et al. 2004).

The third Branch of the ability model, is the process of understanding emotions within the social world. Branch 3 is specific to the developmental process of comprehending, sorting and accounting for "emotional information", which includes consequences related to these social exchanges (Mayer, et al. 2004). Branch 3 is an evolutionary process in mastering the identification, interpretation, perception and significance of relating the effects of the "knowledge base" of "emotional information" within social interactions.

Finally, Branch 4 of the ability model is based on awareness and the engagement of personality in reference to emotions. Mayer, et al. (2004) indicated that the foundation for Branch 4 is supported by the awareness of self and others when involved in social exchanges to regulate emotional self-management. Branch 4 is categorized by the understanding, pinpointing of emotions and controlling the outcome for self and others. Mayer, et al. (2004) stated that in Branch 4, an individual has a greater understanding of self that includes one's goals, motivations

along with having the skill to evade emotions depending upon the social exchange as that individual sees fit to resolve the experience and/or interaction.

Mayer, et al. (2004)'s EI ability theory and the four-branch ability model is the most well-known version of EI. However, there are two other theories related to the concept of EI that includes Goleman's mixed-model and trait EI. This research focused on the application of EI ability, trait EI and burnout in relations to nonprofit organizational leadership. Trait EI and EI ability are two opposing theories of EI, while the mixed-model version of EI incorporates components of personality and social intelligence, which would not provide a distinction in identifying if personality and behavioral dispositions play a role in prediction ability in relation to EI.

Trait Emotional Intelligence. Trait EI model is based on self-perceptions and behavioral dispositions relate to personality, while EI ability is based on one's social intelligence related to emotions (Petrides, et al. 2004). Specifically, trait EI is termed as the constellation of emotion-related behavioral dispositions and self-perceived abilities that are located in the lower-levels of personality (Petrides & Furnham, 2001). Trait EI and ability EI contrast in the sense that EI ability is based on skill, aptitude and proficiency of emotional reasoning while trait EI is centered in one's conscious understanding of self that incorporates behavioral dispositions related to emotional exchanges. Petrides, et al. (2004) indicated that the use of the term "intelligence" is misunderstood as a standard definition of intellectual capacity. Therefore, Petrides, et al. (2004) proposed an alternative name of the trait EI model as "emotional self-efficacy." The author's also stressed that the essence of the trait EI model is distinctly different from EI ability regardless of the name of the theory (Petrides, et al. 2004). The significance of the trait EI model is the association with self-perception of behavior and the location within the

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hierarchy of personality (Petrides & Furnham, 2001; Petrides & Furnham, 2003; Petrides, et al. 2004; Petrides, et al. 2007; Petrides, 2009).

The trait EI framework is engaged through the self-perception of behavioral influences (e.g., personality trait) demonstrated through one's social experience. Petrides (2010) reported that "emotion-based thinking" is organic, unconscious and reflexive that is vastly different from the rational emotional reasoning process (e.g., ability) of social intelligence. Trait EI is grounded in the interpretation of self through the incorporation of emotion-related factors that are located in the lower levels of the personality hierarchy (Petrides, Pita & Kokkinaki, 2007). The trait EI personality domains are the following: adaptability, assertiveness, emotional regulation, emotional expression, emotional management (others), self-esteem, social awareness, emotional perception (self and others), impulsiveness, relationships, stress management, trait happiness, trait empathy, and trait optimism (Petrides, 2010). Each of these trait EI domains are dispense throughout the lower levels of personality are not specific to one location within the realm of personality (Petrides, et al. 2007). Trait EI theory is a fairly new framework within the study of psychology and EI literature. Petrides, et al. (2004) reported that continued academic literature assisted and supported the distinctions between the trait EI and EI ability models. This study focused on the application of EI ability, trait EI and burnout models as individual frameworks to identify a predictive relationship, if any, in relation to current leaders within nonprofit organizations.

Burnout

Freudenburger (1974) originally presented burnout as the psychological state of physical, emotional and mental exhaustion resulting from environmental demands and stress. Professional and personal pressures/stressors that are inadequately managed result in the psychological

process of burnout (Maslach & Leiter, 2005). The process model of burnout indicates that any type of social interactions with another person, in any capacity, is susceptible to causing burnout. The process model of burnout is grounded in three-components which include the following: emotional exhaustion, depersonalization and reduction of personal accomplishments (Maslach & Jackson, Leiter, & Schaufeli, 1981). The process model of burnout is not a hierarchical model but each of these components of burnout are categories related to the actual effects of burnout (Maslach, et al. 1981).

The initial component within the psychological state of burnout is emotional exhaustion. Emotional exhaustion is caused by working with individuals involved in crisis situations and/or seeking assistance that if emotionally mismanaged will results in emotional fatigue (Maslach, et al. 1981). Emotional exhaustion effects the human experience from a psychological and physical health standpoint. People that experience emotional exhaustion undergo being tired, worn-out and/or depleted due too prolonged professional and/or personal interactions with another person in crisis (Leiter & Maslach, 1988). Emotional exhaustion produces an emotional diminished effect that renders the individuals unable to be productive (Maslach, et al. 1981).

The second component of the syndrome of burnout is depersonalization. Depersonalization is caused by job-related stressors that result in disengagement (Maslach, 2003; Maslach, et al. 1981). Depersonalization is characterized by the workers that have unsympathetic approaches to clients resulting in clients deserving their troubled state (Maslach, et al. 1981). This component of burnout is interconnected with workers being judgmental resulting in the perspective that their clients are causing their own hardships and/or crises. The components of depersonalization and emotional exhaustion are a results of negative interaction with a client, co-workers and/or the work environment (Maslach, et al. 1981).

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The final element of burnout is disregarding the achievement of one's personal/professional goals (Maslach, 2003; Maslach, et al. 1981). The reduction of one's personal accomplishments are characterized by feeling unproductive, unaccomplished and discontent with job performance (Maslach, et al. 1981). Workers experience a sense of being ineffective thus resulting in hopelessness for both the client and themselves. The aspects of emotional exhaustion, depersonalization and reduced of personal accomplishment is deeply rooted in the interpersonal contact with other people, particular work environments that deal with high levels of conflict (Leiter & Maslach, 1988).

Leiter and Maslach (1988) indicated that burnout is effected by both personal and environmental factors that include the number of interaction with other individuals (e.g., clients and co-workers) in crisis, job demands and a lack of support. Specifically, the authors reported that the frequency of interpersonal and crisis interactions that involved conflict result in a lower level of organizational commitment and higher rate of occurrence for burnout (Leiter & Maslach, 1988). The result of burnout on an organization effects job dissatisfaction, absenteeism, turnover and lack of job performance (Maslach, Jackson & Leiter, 2012), lowering in self-esteem and organizational disengagement (Beheshtifar & Omidvar, 2013).

In conclusion, the theoretical orientation of the study is grounded in EI ability, trait EI and burnout. The primary focus of this research is seeking to evaluate the predictability of current nonprofit organizational leaders' EI ability from trait EI and burnout. As previously stated, nonprofit organizations are consumed with burnout and suffer from high level of stress due to organizational demands and lack of resources. Therefore, an in-depth review of the research and methodological literature regarding EI ability, trait EI and burnout are necessary to

grasp the intent of the current research and the need for future research specifically within the nonprofit sector.

<div align="center">**Review of the Literature**</div>

Nonprofit Organizations

Nonprofit organizations are a distinct industry that differs drastically from the private and public sector in regards to lack of financial resources as well as a lack of leadership development (Elkin, Smith & Zhang, 2012; Kahnweiler, 2011). Previous research has indicated that examples of unique cultural factors related to nonprofit organizations include being mission-driven, having grant restrictions, engaging the interest of various stakeholders such as donors and clients versus the employee even with a labor driven budget (Kahnweiler, 2011). Meaning, nonprofit organizations suffer from restrictive budgets and carry expenses that simply pay for labor versus other necessities to make the organization effective (e.g., leadership development, succession planning, etc.).

One ideal to assist with the restriction of budgetary constraints that nonprofit organization face is the increase participation in volunteerism (Al-Jenaibi & Kiesman, 2014). Kahnweiler (2011) explains that volunteerism is a large component of nonprofit organizations' workforce and without skilled volunteers' nonprofit organizations would not be able to sustain functionality. Volunteerism is critical for nonprofit organization when creating and establishing community relationships as well as solidifying and promoting the organizational mission (Al-Jenaibi & Kiesman, 2014). Volunteerism also provides a sustainable and free workforce for nonprofit organizations that attract individuals through instinct motivators that include creating change within the community. However, due to the mission driven practices of nonprofit organizations, administrators and front line employees endure the constant struggle of budgetary

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constraints, lack of resources and reduces salary compared to their private and public counterparts (Kahnweiler, 2011). The use of volunteers assists with easing the burden to employees (Al-Jenaibi & Kiesman, 2014) but does not address the lack of fundamental practices to establish leadership consistency within nonprofit organizations. Specifically, the upcoming retirement of baby boomers have left nonprofit organizations seeking new leadership personnel without any contingency efforts currently in place (Kahnweiler, 2011).

The retirement of baby boomers is creating a challenge for nonprofit organizations in regards to leadership succession and strategic planning (Carman, et al. 2010). Nonprofit organizational structures include executive management, middle management, supervisors, front-line employees as well as the entity called the board of directors that encompasses community stakeholders, clients, donors, etc. The board of directors are a governing component within nonprofit organizations that regulate the focus of the organizational mission, vision, ensures strategic planning initiatives, reviews the financial stability as well as involvement in the hiring/termination process (Phipps, et al. 2010). Carman, et al. (2010) indicated that nonprofit organizational board of directors tend to lack the experience in creating foundational approaches to hiring and are unaware of the diminished value effect in hiring executives that do not foster the organizational mission and vision. Therefore, the necessity in designing leadership development strategies are critical for the success of the organization (Carman, et al. 2010; Kahnweiler, 2011; Phipps, et al. 2010).

Nonprofit organization have historically struggled with organizational development issues such as succession planning (Elkin, et al. 2012; Santora, et al. 2015) and a lack of creating programming geared at leadership development (Carman, et al. 2010). Succession planning is an organizational strategy implemented to manage and address unexpected shifts in administrative

roles. The retirement of baby boomers within the next five to ten years will result in leadership

gaps for nonprofit organizations, therefore, the necessity of succession planning and leadership

development is critical (Carman, et al. 2010; Kahnweiler, 2011). Elkin, et al. (2012) indicated

that most executive directors of community based organizations plan to leave their positions

within five years without giving any notice. Therefore, the scholarly literature is suggesting that

examining predictive practices in identifying future leaders within nonprofit organizations is

vital in sustaining and providing consistency to nonprofit organizations.

The process of effective succession planning has been employed by both the public and

private sector yet, within the nonprofit organizational industry the trends are not as consistent

(Carman, et al. 2010; Elkin, et al. 2012; Santora, et al. 2015). Research has found that world-

wide, nonprofit and/or community based organizations lack in preparedness for managing

change within the administrative structure (Santora, et al. 2015). Former executives of nonprofit

organizations have identified rationale for departing from nonprofit organizations that are not

only extrinsically motivated (e.g., salary) but are also related to lack of organizational

developmental practices such as sustainable leadership support (Elkin, et al. 2012). Similarly,

young nonprofit professionals confirmed issues with leadership support in relation to

developmental opportunities, position responsibilities and innovation as well as an emerging

issue related to a leadership gaps (Carman, et al. 2010). As a result, these factors have prompt

and emphasized the need for research in leadership developmental practices within the nonprofit

organizational industry.

The issues related to poor secession planning and the lack of leadership developmental

practices are critical factors in identifying predictors to leadership effectiveness through the

further exploration of concepts such as burnout and EI. The current landscape of nonprofit

organizations includes ineffective and/or non-existent leadership development practices, poor succession planning (Carman, et al. 2010; Elkin, et al. 2012; Phipps, et al. 2010; Santora, et al. 2015) and organizational principles founded on a high stress environment (Light, 2002). The nonprofit industry is uniquely characterized by the "do more with less" organizational disposition resulting in employees being overtaxed, reduced productivity as well as being susceptible to the effects of burnout (Light, 2002).

Burnout

The psychological effects of burnout have been thoroughly researched in the "helping" professions, specifically with employees that have direct contact with clients in crisis (Leiter, 1993; Leiter & Maslach, 1988; Maslach, et al. 1981). As previously stated, the process model of burnout includes the following symptoms: emotional exhaustion, depersonalization and reduced personal accomplishment (Leiter & Maslach, 1988). The lack of research regarding the relationship of burnout, trait EI and EI ability regarding nonprofit leadership is a motivator for this study. Additionally, another contributing factor for this study was the impeding leadership crisis within the nonprofit organization sector as result of poor leadership developmental practices and poor succession planning (Carman, et al. 2010; Elkin, et al. 2012; Phipps, et al. 2010; Santora, et al. 2015).

Burnout has been research from varying perspectives, however in relations to the correlation with EI ability and trait EI there has been limited scholarly literature. Nonetheless, burnout and leadership disposition, employee engagement and job satisfaction (Leary, Green, Denson, Schoenfield, Henley& Langford, 2013), organizational commitment (Beheshtifar & Omidvar, 2013; Kang, Kim & Lee, 2011), teacher efficacy and EI (Barari & Barari, 2015) have been explored. Each of these examinations of burnout were foundational to the focus of this

study to further investigate the correlational relationship of EI ability, trait EI and burnout of current nonprofit organizational leaders.

Burnout and employee engagement have been reviewed within scholarly literature specific to the private sector in order to assist with employee attrition (Kumar & Pansari, 2015). As previously mentioned, the private sector unlike nonprofit organizations have more financial resources to implement employee-centered developmental programs (Carman, et al. 2010; Kahnweiler, 2011; Phipps, et al. 2010). Research has indicated that leaders' personality and disposition impact subordinates' level of burnout that results in negative influences on employee engagement and job satisfaction (Leary, et al. 2013). Additionally, Haung, Chan, Lam and Nan (2010) conducted a study on manager-subordinate dyad and found that managers effect subordinates' level of burnout and emotional regulation. The study found that leaders with a high level of EI ability play a significant role on identifying subordinate burnout as well as the negative effects of burnout on employee performance (Haung, et al. 2010). Burnout has historically resulted in nonprofit organizational employee disengagement (Leary, et al. 2013) and high levels of turnover (Carman, et al. 2010). Nonprofit organization suffer from focused mission-driven practices that do not involve employee wellness and/or burnout prevention programming.

One study that focused on examining the effects of a month long sabbatical program for nonprofit employee in South Korea that explored burnout, organizational commitment, well-being and the general health of the employee (Kang et al. 2011). The research found that employees had increasing organizational commitment, better general health, and reduced levels of burnout as a result of the sabbatical program. The Kang et al. (2011) indicated that organizational initiatives that are based on employee welfare and/or development efforts produce

outcomes that reduce the effects of burnout on nonprofit organizational employees. Consequently, the nonprofit organizational industry trends are adversely different with both poor strategic planning (Phipps et al. 2010) and inadequate leadership development (Carman et al. 2010; Kahnweiler, 2011) efforts.

Previous research has indicated that individuals with higher levels of EI ability as well as behavioral disposition play a role in the skill of coping with the effects of burnout. Haung, et al. (2010) reported that employees with higher levels of EI ability were able to decrease the effects of burnout while remaining productive. Barari and Barari (2015) found that teachers with higher levels of EI ability were capable of coping with limited resources within the public school system to remain innovative and creative in classroom management while reducing the effects of burnout. In essence, gauging and evaluating burnout within self and others is a professional aspect of leadership effectiveness that is essential within the nonprofit organizational industry.

The psychological state of burnout has multi-dimensional effects on individuals that include some professional aspects such as lack of organizational commitment and negative work engagement (Beheshtifar & Omidvar, 2013). All of these presented studies provide the foundation for the need expanding current literature in the field within the nonprofit organizational sector. With regard to this study, there is a need for literature to examine the relationship of trait EI, burnout and EI ability within the nonprofit organizational setting.

Trait Emotional Intelligence

The trait EI model states that there are a group of behavioral dispositions within the personality hierarchy that assist with self-perception and management of "emotional information (Petrides & Furnham, 2001; Petrides & Furnham, 2003; Petrides, Pita & Kokkinaki, 2007)." Trait EI considers both the intrinsic and instinctual experience when gauging "emotional

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information" within the social world and/or social exchanges (Petrides & Furnham, 2001). The trait EI model is a fairly unrecognized framework within the field of psychology and the vast majority of the academic research has concentrated on establishing the theoretical difference between EI ability and trait EI. Current trait EI research has been conducting regarding components of leadership effectiveness such as employee satisfaction and commitment (Webb, 2014) as well as turnover (Siddiqui & Hassan, 2013).

The basis of the trait EI model is grounded in behavioral dispositions that have been attributed to aspects of leadership effectiveness. For example, Webb (2014) indicated that leader's play a large role in influencing organizational commitment and employee satisfaction. Furthermore, specific trait EI domains (e.g., personality traits) of emotionality and sociability are linked to employee commitment while leader's trait EI domains of self-control and sociability are associated with employee satisfaction (Webb, 2014). Additionally, leadership practices such as innovation has been associated with behavioral disposition related to trait EI (Kaur, 2014). The importance of the previous literature reveals that specific trait EI domains are linked to leader demonstrated behavior resulting in subordinate outcomes such as commitment, satisfaction, employee retention and the creation of innovative work practices.

The trait EI model is well-defined from EI ability in regards to the focus on the model on behavioral dispositions and/or personality. Specific, personality domains associated with trait EI have been associated with job satisfaction, motivation, well-being, retention and productivity (Siddiqui & Hassan, 2013). De Haro Garcia and Castejón Costa (2014) conducted a study on the prediction of career success based on EI (mixed method approach) and IQ. The authors found that EI was not an overall predictor of career success but was a predictor of increased salary. The authors did recommend that future research focus on the trait EI model exclusively to be

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applied in identifying exact predictors for career success (De Haro Garcia & Castejón Costa, 2014). Furthermore, specific personality domains related to trait EI have been linked to predicting job performance (Joseph, Jin, Newman & O'Boyle, 2015). Yet, Leary, et al. (2013) indicated that current hiring practices are unable to capture personality traits. However, personality traits and/or behavioral disposition are significant in increasing employee engagement and job satisfaction (Leary, et al. 2013). As a result of this previous literature, this study applied trait EI, EI ability and burnout independently and exclusively in relation to current nonprofit organizational leaders.

Trait EI and ability EI are two different theoretical interpretations of EI in that the latter is based on skill and potential while the former is founded on self-perception and behavioral disposition. Petrides, et al. (2004) reported that the term intelligence in regards to trait EI is somewhat deceiving in the notion that cognitive ability is able to be influenced or changed through time. However, Petrides, et al. (2004) did mention that behavioral disposition and self-perceptions are conceived through the thought process but not in the same manner constructed in the EI ability model. The two theoretical constructs of EI (e.g., trait and ability) for the purposes of this research acted independently of each other to gauge the correspondence of the two along with burnout in relation to the predictability of one another.

Emotional Intelligence Ability

The theoretical framework of the EI ability is based on the four-branch ability model (Mayer, et al. 2004). The four-branch ability model is a hierarchal system consisting of the following stages: (a) perceiving emotions, (b) facilitating emotional reasoning, (c) comprehending and communicating the cognitive process regarding emotions and (d) managing emotions (Mayer, et al. 2004). The framework of EI ability has been vastly debated in academic

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circles in relation to various facets of effective leadership with most of the literature conducted within the private and public sectors. However, the distinguishing characteristics of the nonprofit industry has been neglected in scholarly literature. Current literature conducted in the private and public sector has indicated that EI ability is linked with organizational citizenship behavior (Yaghoubi et al. 2011), leader self-perceived EI ability (Zammuner, Dionisio, Prandi & Agnoli, 2013) and effective leadership practices (Anand & UdayaSuriyan, 2010).

Leadership research and developmental efforts in regards to EI ability within the nonprofit sector is limited. Examining research that is focused on EI self-perception and EI ability training provided the foundation for gaining clarity on the development of EI ability. Interestingly, leaders perceive their EI ability as much higher than their subordinates report on leader's actual ability level (Zammuner et al. 2013). Yet, leaders with high levels of EI ability are able to gain trust from their subordinates (du Plessis, Wakelin, & Nel, 2015). When taking into consideration both leader perception and subordinate trust, EI ability development is fundamental in creating a productive, safe and confident work subordinate-leader relationship.

EI ability has been identified as an expertise that is flexible, able to be fostered and refined (Mayer et al. 2004; Mayer et al. 2008). EI developmental programming has been positive associated with leaders that were more successful in coping with conflict, managing emotional interactions and facilitating interactions with employees (Zammuner et al. 2013). The implication that leader's perception and actual ability has established a foundation for the need for further refinement in leadership skills while providing a baseline for organizations to determine the importance of EI ability training. Additionally, leaders' perception and actual ability establishes an environment that subordinators are either receptive to management or not (du Plessis et al. 2015).

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This analysis examined additional descriptive variables that include gender and age, in addition, to EI ability, trait EI and burnout of current nonprofit leaders. Anand and UdayaSuriyan (2010) administered a quantitative methodological approached that included a random sampling of 300 executives from South India's public sector. The results of the study found that executives over the age of 45 as well as having 20 years of experience demonstrate a strong correlation with increased levels of EI ability (Anand & UdayaSuriyan, 2010). As previously stated, specific leadership functions such as problem solving, gaining employee trust, managing behavior and self-awareness influence EI ability. Therefore, the scholarly literature has demonstrated a link of EI ability with leadership effectiveness providing the foundation for this study.

Findings

A tremendous amount of previous research literature found on the topics of EI ability, trait EI, burnout and nonprofit organizational leadership were conducted with a quantitative research design. For example, quantitative research methodology was conducted to identify the needs of executives in the nonprofit sector (Carman, et al. 2010), leader dysfunction, employee satisfaction and burnout (Leary, et al. 2013), EI, productivity and burnout (Haung, et al. 2010), organizational commitment and burnout (Beheshtifar & Omidvar, 2013) as well as self-efficacy and EI ability (Barari & Barari, 2015). Additional examples of quantitative studies include trait EI, employee satisfaction and commitment (Webb, 2014), trait EI and turnover rate (Siddiqui & Hassan, 2013), EI ability and the accountability of subordinates, productivity, organizational commitment and leadership (Yaghoubi et al. 2011), EI ability, leader self-perception and leadership effectiveness (Zammuner et al. 2013). However, it is also worth noting that current literature trends continue to neglect the nonprofit leadership in regards to establishing a

correlation with EI ability, trait EI and burnout. This study employed the use of a non-experimental quantitative research design with the implementation of a multiple linear regression that assisted in identifying the predictor variable(s) (e.g., trait EI, burnout, gender and age) that may have, if any, statistical influence of current nonprofit organizational leaders' EI ability (e.g., outcome variable).

Critique of Previous Research Methods

Ployhart (2012) indicated that the future of I/O psychological practices are to reach beyond resource-based practices to establishing evidence-based practices. Examples of future evidence-based practices include connecting theoretical principles to business process (Boudreau, 2012), recruitment and retention (Beck & Walmsley, 2012) and the practical application of psychological assessments to the work environment (Jeanneret & Silzer, 2011). This study aimed at addressing the recommendations provided by Mayer, et al. (2004) article "Emotional Intelligence - theory, findings and implications" of expanding the working model of EI ability, identifying the correspondence of personality traits and creating a developmental training model based on age. Therefore, the relevance of expanding current literature while applying the unique needs of the nonprofit sector are important in gauging the relevance of EI ability, trait EI and burnout in regard to leadership effectiveness and development.

The expansion of nonprofit organizational programs that focus on employee well-being (Kang, et al. 2011) and EI ability focused leadership development focused have been found to limit the effects of burnout (Barari & Barari, 2015; Haung et al. 2010). Taking into account that helping professionals experience burnout due to limited resources and dysfunctional employee support systems (Kang et al. 2011) as well as leader's dysfunctional disposition (Leary, et al.

2013). The importance of this study provided further research on the functionality of EI ability, trait EI and coping with burnout of current nonprofit organizational leaders.

Instrumentation

Petrides, et al. (2004) reported that due to the popularity of the theory of EI, EI is not properly understood and the measurements are not being employed correctly. Mayer, et al. (2008) also reported confusion of the varied methods associated with the mixed-method or personality trait approaches to EI. Therefore, the comprehensive content knowledge of all the EI models along with the instrumentation related to these theories is importance when conducting research on these topics.

The American Psychological Association (APA) (2016a) serves as the governing body for all practicing psychologists, alumni and students in the United States. The APA (2016b) standard number nine within the Ethical Principles of Psychologist and Code of Conduct provides an ethical support system when using psychological assessments for research purposes. The APA's (2016b) standard number nine states that all assessments are required to be used for their intended purpose, population and language. Additionally, assessment validity is strengthened by the administrator theoretical content knowledge (Morris, Kwaske & Daisley, 2011). Therefore, the use of assessments and procuring the appropriate sample for this research was fundamental in maintaining the validity and reliability of this study. This research employed the following three surveys: Trait Emotional Intelligence Questionnaire – Short Form, Assessing Emotions Scale, and Maslach Burnout Inventory – General Survey to identify trait EI, EI ability and level of burnout of current nonprofit leaders.

Trait-Emotional-Intelligence-Questionnaire Short Form (TEIQue-SF)

The TEIQue -SF is a concise psychometric survey that is founded on the trait EI theory (London Psychometric Labs, 2015).   The TEIQue-SF general framework incorporates all 15 trait EI facets that are the following: adaptability, assertiveness, emotion management, emotion regulation, emotion perception, emotion expression, impulsiveness, relationships, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness and trait optimism. However, the TEIQue-SF is focused on four composite EI traits of well-being, self-control, emotionality and sociability. Each of these composite trait EI facets are found within the TEIQue-SF provides introspective summation of an individuals' behavior dispositions as related to the theoretical framework of trait EI. The TEIQue-SF is completed within five to seven minutes and provides the basis for this study to evaluate trait EI as a predictor of nonprofit organizational leaders' EI ability. Additionally, this study incorporated the use of the Assessing Emotions Scale to examine EI ability and the Maslach Burnout Inventory - General Survey to assess an individuals' level of burnout.

Assessing Emotions Scale (AES)

The AES is used to identify one's current level of EI ability (Schutte, et al. 2009). As previously indicated, the AES corresponds greatly with the original theoretical basis of the EI ability model proposed by Salovey and Mayer (1990). However, we must take note that this study was grounded in the current theoretical EI ability model of Mayer, et al. (2004). Schutte, et al. (2009) indicated that the 2004 EI ability model by Mayer, Salovey and Caruso provided clarity regarding the essential principles related to EI ability as a form of social intelligence, not to be mistaken as a behavioral disposition. The 2004 EI model and the 1990 model share the same foundational principles of the theory. The AES is focused on identifying one's EI ability

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through the following measures: perception of emotions, managing emotions in the self, social skills or managing emotions and utilizing emotions (Schutte, et al. 2009).

The AES aligns with the EI ability model to identify one's EI skill set while the TEIQue-SF supports the identification of one's behavioral dispositions that are located within the lower levels of personality attributed to the theoretical framework of trait EI. The purpose of this study was to examine the predictability of nonprofit organizational leaders' EI ability from trait EI, burnout, gender and age. As previously stated, the concept of burnout is a large looming concern within nonprofit organization. The Maslach Burnout Inventory -General Survey is a survey that supported this research in gauging current nonprofit organizational leader's level of burnout.

Maslach Burnout Inventory - General Survey (MBI-GS)

The MBI-GS is an instrument is aimed to measure burnout within the workplace environment. The MBI-GS provides three scores to determine the degree of burnout, which include the following: exhaustion, cynicism and personal efficacy (Maslach, et al. 1981). These subscales of exhaustion, cynicism and personal efficacy are the theoretical foundation of the process model of burnout. The MBI-GS has been tested in 5,259 different occupations and in over three countries (Maslach, et al. 1981). The effects of mismanaging burnout lead to job dissatisfaction, high levels of turnover (Maslach, et al. 2011) as well as negatively effecting subordinate level of burnout and disengagement (Leary, et al. 2013). The purpose of the study was to identify seasoned leaders and gauge each leaders level of burnout within a high stressed environment of nonprofit organizations.

Summary

Both Mayer, et al. (2004) and Peterides, et al. (2004) indicate that there is a need to clarify the differences regarding EI ability and trait EI models. Petrides, et al. (2004) stated that

there is a distinct variation that allows for EI ability and trait EI to exists separately and independently of one another. Both Mayer, et al. (2004) and Peterides, et al. (2004) conceded that misinformation and popular science has taken away from the grounded scientific nature of the EI models. This study presented has provided a focused evaluation of the distinction of the theoretical basis of both trait EI and ability EI while attempting to identify a correlational relationship of the two models regarding current nonprofit leaders.

EI ability and trait EI has been connected with effective leadership practices but the literature is specific to the private and public arenas of the business world. As previously stated, the nonprofit organizational sector has demonstrated flaws in regards to employee based-initiatives (Kang, et al. 201), leadership development (Kahnweiler, 2011) and succession planning (Carman, et al. 2010).   Despite the need for addressing these industry flaws academic literature has yet to evaluate the correspondence of EI ability and trait EI within the nonprofit organizational sector. Additionally, the process model of burnout has been well researched from varied perspectives except that of the correlation with the specific models of EI ability and trait EI. The effects of burnout are synonymous with the nonprofit organizational sector. However, the examination of the correlations of these three theories within scholarly literature has been lacking. Finally, the need for more scholarly literature concerning the correspondence of nonprofit organizational leadership, EI ability, trait EI and burnout has been identified within this study.

CHAPTER 3. METHODOLOGY

Purpose of the Study

The purpose of this research was to examine the predictability of current nonprofit leaders' EI ability from the variables of trait EI, burnout, gender and age in order to fill the gap in the literature as well as promote leadership developmental practices within the nonprofit sector. The models of EI ability, trait EI and burnout individually have been explored in scholarly literature but the correlation of these concepts have not been provided the same amount of attention. The research question(s) for this study provided greater clarity on the statistical and predictive relationship of EI ability, trait EI, burnout, gender and age as related to current nonprofit organizational leaders.

Research Questions and Hypotheses

Central Research Question

The principle research question for this analysis was: Do the variables of trait emotional intelligence, burnout, age and gender collectively predict emotional intelligence ability in nonprofit organizational leaders?

H_0: The variable of trait emotional intelligence, burnout, age and gender collectively does not predict emotional intelligence ability in nonprofit organizational leaders.

H_a: The variable of trait emotional intelligence, burnout, age and gender collectively does predict emotional intelligence ability in nonprofit organizational leaders.

Subquestions to the Research Question

Research Question 1. Does the variable of trait emotional intelligence, when age, gender and burnout are held constant, significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders?

$H1_0$: The variable of trait emotional intelligence, when age, gender and burnout are held constant, does not significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

$H1_a$: The variable of trait emotional intelligence, when age, gender and burnout are held constant, does significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

Research Question 2. Does the variable of burnout, when trait emotional intelligence, age and gender are held constant, significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders?

$H2_0$: The variable of burnout, when trait emotional intelligence, age and gender are held constant, does not significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

$H2_a$: The variable of burnout, when trait emotional intelligence, age and gender are held constant, significantly contributes to the prediction of emotional intelligence ability in nonprofit organizational leaders.

Research Question 3. Does the variable of age, when trait emotional intelligence, burnout, and gender are held constant, significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders?

H3$_0$: The variable of age, when trait emotional intelligence, burnout and gender are held constant, does not significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

H3$_a$: The variable of age, when trait emotional intelligence, burnout and gender are held constant, does significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

Research Question 4. Does the variable of gender, when age, trait emotional intelligence, and burnout, are held constant, significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders?

H4$_0$: The variable of gender, when trait emotional intelligence, burnout and age are held constant, does not significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders.

H4$_a$: The variable of gender, when trait emotional intelligence, burnout and age are held constant, does significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders

Research Design

Methodology

The basis of the methodology for this study was to asses the statistical significance of the research question(s) while evaluating the predictive relationship of the variables of trait EI, EI ability, burnout, age and gender of nonprofit organizational leaders. The application of a quantitative research design supported the analysis of the examination of the research variables. Quantitative research design identifies characteristics of a particular occurrence as well as identifying the statistical relationship of two or more variables (Leedy & Ormrod, 2010). The

implementation of a quantitative research design assessed the relationship as well as providing a quantifiable interpretation of the variables. The emphasis of this study was a non-experimental quantitative research design to examine the predictive relationship of nonprofit organizational leaders' EI ability from trait EI, burnout, gender and age.

The use of a non-experimental quantitative research design restricted the researcher from influencing the variables in any way throughout the entire research process. The intention of the researcher is to examine the relationship of the independent variables to determine a possible predictive relationship with the dependent variable (e.g., outcome variable). The research approach employed a multiple linear regression statistical analysis with a stepwise method. Multiple linear regression measures the predictability of more than one independent variable(s) from that of the dependent variable and/or outcome variable (Field, 2013). The use of a stepwise method determined, which if any, of the independent variable(s) have statistical correlated (i.e., prediction) with the dependent variable (Field, 2013).

Sample Type

The use of a purposive sample included the inclusion-exclusion criteria as the sample type for this study (e.g., List Sample). The use of a purposive sample provided emphasis on the current state of nonprofit organizational leadership with relation to the concepts of trait EI, EI ability and burnout. Purposive sampling provided consistency in examining leadership across the general population of all nonprofit organizations within the United States. Therefore, the sample size was required to be homogenous and intentional (Leedy & Ormrod, 2010) in order to provide a statistical significance in the probability to answer the research question(s) in relation to the general population (Field, 2013). Sustaining a stable sample within this study accented the distinction of this research along with filling the current gap within the literature.

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List Sample. *Inclusion-Exclusion Criteria*

Inclusion-Exclusion Criteria
• Employed at a nonprofit organization or recently retired within the last 6 months
• Supervisors, managers, middle managers directors and executives of nonprofit organizations
• 30 – 70 years of age
• Supervising 3 or more employees
• 5 years of supervisor experience
• No previous Emotional Intelligence training

Data Collection Methods

An anonymous online survey was managed through the Qualtrics system. Qualtrics

(2015) is a fee-based service that provided the user the ability to create surveys, analyze data,

target a sample population, securely protect sensitive information, exports all retrieved data to

IBM SPSS 24 statistical software as well as generates reports regarding the sample. The use of a

third party web-based online survey software provided the researcher a greater probability in

attaining a larger sample population to reach the effect size needed in order to produce statistical

significance in answering the research question(s). For the purposes of this analysis, Qualtrics

was used only to maintain website access for participants to complete the survey through an

anonymous link provided by the researcher during the e-mail and social-media recruitment

process. The researcher conducted e-mail recruitment through the identification of nonprofit

organizations using the World Wide Web and the Google search engine. Additionally, the

researcher posted Facebook and LinkedIn announcement recruiting participant as well as

attaching the survey link that also included the informed consent and consent to participation

within the study. The survey included the sample acknowledgement of the informed consent and

consent to participation within the study, completion of inclusion-exclusion criteria questions

(e.g., five questions), the AES (e.g., 33 questions), the MBI-GS (e.g., 16 questions), the TEIQue-

SF (e.g., 30 questions) and an optional recruitment raffle question.

Target Population and Sample

Population

The nonprofit organizational sector is the third largest employing industry within the

Untied States of America. The National Center for Charitable Statistics (NCCS) (2016)

indicated that there are over 1.5 million registered nonprofit organizations within the U.S. that

accounts for "9.2% of all wages and salaries" being paid. For the purpose of this study,

nonprofit organizations were being broadly defined as a business entity that has been arranged

for purposes other than to generate income (Cornell University, 2015). Nonprofit organizations

include the following institutions of business: public charities, public clinics and hospitals,

museums, churches, public schools, charter school, political organizations, professional

associations, research institutes, volunteer services organizations, legal aid societies, labor unions

and some governmental agencies (Cornell University, 2015). Nonprofit organizational leaders

for the purposes of this study was determined through years of supervisory experience, current

employment/position status, span of control (i.e., number of subordinates), which varied in

gender, age, ethnicity, race and socio-economic level.

Sample

The sample for this study intended to exclusively identify nonprofit organizational

leaders as bounded by the inclusion-exclusion criteria (e.g., List Sample) that include direct

supervisors, middle-management and executive level directors of nonprofit organization. The

nonprofit organizational leaders were recruited and identified through e-mail and social media

announcements as initiated by the researcher. The previous research presented did not have an example of a distinct inclusion-exclusion criteria, therefore this study is unique in identifying a sample.

Power Analysis

The specific sample size for this research was based on gaining statistical significance and power through the use of multiple linear regression (i.e., statistical test). There are numerous methods of identifying a sample size for a multiple linear regression. For example, Tabachnick and Fidell's (2012) sample formula states for every 50 participants there was eight additional participants for each independent variable within the study. Regarding this study, the sample size using the Tabachnick and Fidell's (2012) formula, the minimum sample size needed is 82 participants. The researcher engaged the use of G*Power software that indicated in order to gain statistical power of 0.80 with four predictor variables and the probability of 0.05 the sample size was calculated at 85 participants. Thus, to ensure adequate power to answer the research question(s), a minimum of 85 participants was targeted.

<div align="center">

Procedures

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Participant Selection

The sampling procedure of this study applied the use of purposive sampling as specified by the inclusion-exclusion criteria of the sample. The sample for this research was limited to nonprofit organizational leaders that held a supervisory role with at least three or more subordinates, from the age of 30 to 70 years old, at least having five years or more of supervisory experience within a nonprofit organization, currently employed at a nonprofit organization and/or recently retired within the last six months and have not had any formal EI training. Each

of the participants engaged in an anonymous Internet-based survey that determined eligibility for the research sample based on the inclusion-exclusion criteria.

Protection of Participants

This study was reviewed and approved for recruitment by the Institutional Review Board (IRB) at Capella University prior to any recruitment efforts by the researcher. It should also be noted, that the researcher is currently a research fellow with the Think2Perform Research Institute, where Dr. Bruce Fischer serves as the Executive Director. Neither, Dr. Fischer nor the Think2Perform Research Institute provide any support or direction in recruiting, data collection and/or the data analysis of this study. Once recruitment of a minimum sample of 85 participants was reached the Internet-based survey was closed by the researcher on the Qualtrics data management system. The data was then transferred to a IBM Statistics SPSS 24 and a Microsoft Excel spreadsheet, once the all the data was transferred it was then securely deleted from the Qualtrics management system by the researcher. The data and all information was then stored on the researcher's encrypted password-protected laptop computer and a duplicate was saved to an encrypted cloud-based backup service named Dropbox.

Data Collection

Once the researcher gained approval from the IRB at Capella University the recruitment and the data collection process began. The researcher contracted Qualtrics data management service to secure a contract to create an anonymous website link for the research survey. The researcher additionally gained approval to distribute and collect data for the purposes of research of the following surveys: AES, TEIQue-SF and MBI-GS. Once the website was created and established, the researcher then began e-mail and social media recruitment of nonprofit organizational leaders. The researcher gained individual e-mail addresses from the organizations

public website addresses as well as announcement posts on Facebook and LinkedIn. The researcher sent individual e-mails, recruiting participants to engage in the anonymous website link that included the informed consent as an attached file. There were an estimated 4,623 individual e-mails sent to various nonprofit organizational employees that included supervisors/managers/directors throughout the United States while 304 participants responded only 93 qualified for the sample. The following procedures were followed once the participant clicked on the website link.

1. Qualtrics administered and provided authorization of agreement for data collection and further analysis as regulated by the systems within the Web-based On-Line survey software systems.

2. Participants received an e-mail from the researcher with a concise explanation of the study along with the information consent attached as a separate file.

3. Once the participant clicked on the survey link, the participants was directed to the Qualtrics website.

4. Participants were referred to agreement of the informed consent, confidentiality agreement and agreement to participate as administered by Qualtrics.

5. Participants were directed to a Web-based hyperlink administered by Qualtrics over the Internet to complete demographic information as well as the identified research psychometric instruments (AES, TEIQue-SF and MBI-GS).

6. The psychometric instruments had taken no more then 25 minutes to complete per participants and was accessible to complete at the convenience of the participant for one week after the participant engaged in the survey.

7. Once the informed consent was distributed the participant agreed to take the survey and the psychometric instruments are completed. Qualtrics securely stored all data and supplied the data to the researcher for further statistical analysis using both a Microsoft Excel spreadsheet and IBM Statistics SPSS 24.

8. Once qualified participants of the sample completed all the survey questions, these participants had the opportunity to engage in a raffle of four Amazon.com $25 gift cards for their time and effort in participating the research.

9. Concluding the survey, participants also received an automatic prompt thanking them for their participation in the study.

10. Once the sample size is met the researcher conducted a raffle and contacted the winning recipients via e-mail to distribute four designate gift cards

11. The researcher then closed the survey, transferred all data to a Microsoft Excel spreadsheet as well as IBM Statistical SPSS 24 software to be saved onto an encrypted password-protected laptop and cloud service.

Data Analysis

This research utilized a multiple linear regression analysis to assess the predictability of EI ability from the identification of trait EI, level of burnout, age and gender of current nonprofit organizational leaders. The use of a multiple linear regression analysis identified the statistical significance of predicting the dependent variable (e.g., EI ability). from the independent variables (e.g., trait EI, burnout, gender and age). All the data collected was transferred onto a Microsoft Excel spreadsheet as well as directly imported into IBM SPSS Statistics 24 software for further statistical analysis. Once the data is entered into IBM's SPSS Statistics 24, the demographic variables, the scales and subscales of trait EI, EI ability and burnout were coded

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and composite scores were calculated. The data was screened for missing values and then were eliminated from the sample. The data was also tested for outlier values, linearity, normality and homoscedasticity as well as conducting a Pearson's *r* correlation to test for significance. The raw data within the dataset was analyzed and provided descriptive statistics, mean and standard deviation. There are methods for testing assumptions of the variables used within a multiple linear regression analysis in order to detect possible Type I and/or Type II errors (Tabachnick & Fidell, 1996). Additionally, there are two set of assumptions (e.g., raw scale variables and residual) that are required to be examined to reduce the possibility of errors within the dataset in order to provide reliable presentation of the data analysis (Pedhazur, 1982).

Variable Distribution. The preliminary screening of the raw data was conducted to pinpoint any missing values and outliers within the dataset. Missing values create an absent value within the data set. Outliers are scores that fall outside the rest of the dataset parameters that result in causing errors to the mean and standard deviation (Field, 2013).

Linearity, Normality and Homoscedasticity. Linearity is the assumption that the variables within the dataset are related and correspond as seen through the graphical format of a scattered plot and histogram (Mertler & Vannatta, 2005). The importance of linearity is a visual representation of the statistical significance of the relationship between the independent and dependent variable(s).

Normality is the assumptions that each variable within the data as well as the linear relationship of a combination of variables is normally distributed. Normality is represented through the use of values that include skewness, kurtosis and Kolmogorov-Smirnov statistics (Mertler & Vannatta, 2005).

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Homoscedasticity is the assumption that the variance of the dependent variable is similar across the entire dataset (Field, 2013). Homoscedasticity is visually represented within a residual scatterplot of the dataset.

Multiple Linear Regression Analysis. Multiple linear regression analysis supports the prediction the dependent variables (e.g., EI ability) from the independent variables (e.g., trait EI, burnout, age and gender). The use of a multiple linear regression analysis identifies the correlational relationship of EI ability in regards to trait EI, burnout, age and gender of current nonprofit leaders. Additionally, the application of a multiple linear regression analysis stepwise method supported the identification of the strength of the correlation of each independent variable separately to the dependent variable (Field, 2013). The completed and detailed analysis of the data is presented in Chapter 4 of this research.

Finally, the issue of multicollinearity is a large concern when completing a multiple linear regression statistical analysis. The concern of two of more predictor variables that are highly correlated will produce the same information within the regression analysis thus delivering statistical inconsistencies (Mertler & Vannatta, 2005). Prior to conducting a multiple linear regression analysis, it is recommended that multicollinearity be examined through the visual assessment of the predictor variables of a correlation matrix (Field, 2013). Additionally, there are also two statistical methods to evaluate multicollinearity that include the measurement each predictor variables for tolerance and variance inflation factor (VIF).

The statistical method of tolerance assists in measuring the multicollinearity of the predictor variables within the study. Tolerance values between 0 and 1 are measured and any tolerance value of less than 0.1 indicates an issue with multicollinearity. Additionally, VIF assists with identifying the influence and correlational relationship of each predictor variable. If

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the value of the VIF for each predictor is greater than 10 there is a distinct possibility that

multicollinearity exists. Both of these statistical methods are computed using the IBM SPSS

Statistics 24 software. Finally, the researcher was required to examine both the tolerance values

and VIF scores for each of the predictor variables to identify multicollinearity prior to

conducting a multiple linear regression analysis. Chapter 4 will present the statistical analysis of

all the variables of this study.

<div align="center">**Instruments**</div>

This research applied the use of three self-report survey instruments that are the

following: AES, TEIQue-SF and the MBI- GS. The AES measured participants level of EI

ability, the TEIQue-SF measured the participant's behavioral dispositions related to the trait EI

model and the MBI-GS identified the participants' level of burnout. The instruments used within

the study were not modified and were presented in alignment with permissions to use the survey

for research purposes provided by the administrators of each survey. Due to the specifics of this

study, the researcher also employed perquisite screening questions to determine the participants

level of leadership involvement within the nonprofit industry.

Screening Questions

The use of screening questions for this research was based on the uniqueness of the

analysis for predicting EI ability from trait EI and level of burnout of nonprofit organizational

leaders. A specific leadership instrument was not employed due to the restriction of the

participant engagement time for the completion of the survey and the interest of executing the

study. However, leadership was gauged by the inclusion-exclusion criteria that was incorporated

in gaining a sample for this study. Meaning, the following criteria for the purposes of this study

determined that nonprofit organizational leaders as the following: currently employed within a

nonprofit organization, years of experience, supervisory experience, span of control (e.g., number of subordinates) and no previous experience with any formal EI training. As previously stated, EI is a skill set that is able to be fostered (Mayer, et al. 2004) and therefore in order to examine EI ability without intervention within the research, participants are required to be inexperience with any formal EI training.

Assessing Emotions Scale (AES)

As previously stated, the AES is founded on the theoretical underpinnings of the EI ability model. The AES was used within this research to identify one's level of EI ability based on the perception of emotions, managing one's emotional state, managing others emotional state and facilitating emotions (Schutte, et al. 2009). The AES is a 33-item self-report measurement based on a five-point Likert Scale.   The self-report instrument measured how the individual identifies one's emotional state and/or emotional reactions based on 33 statements provided. The respondents was required to identify their reactions by the following rating: 1 = *strongly disagree*, 2= *somewhat disagree*, 3 = *neither agree or disagree*, 4 = *somewhat agree* and 5 = *strongly agree.*

The AES is a widely used assessment in identifying EI ability across a diverse population. As previously reported, the AES is in alignment with the 1990 Salovey and Mayer EI ability model that is not vastly different from the 2004 (Mayer, et al.) EI ability model. Therefore, the implementation of the AES is appropriately used in identify the participants' level of EI ability. The psychometric data of the AES also indicated that the instrument is valid and reliable for use within this research. Previous data indicated that the AES reliability coefficient was consistently measured through the Cronbach's alpha value of .90 and a two-week test-retest reliability of 0.78 and the mean alpha across of diverse samples of .87 (Schutte, et al. 2009).

Schutte, et al. (1998) indicated that the personality test, including the Big Five Personality

Dimensions (e.g., extraversion, agreeableness, conscientiousness, emotional stability and

openness) and the AES does not have any correlative properties. Additionally, the recommended

use of the instrument identified individuals' EI ability level that are intrinsically interested in

gaining awareness of one's ability and not as a measurement for extrinsic motivations such as an

employment screening (Schutte, et al. 1998; Schutte, et al. 2009). The focus of this research was

on current and experienced nonprofit organizational leaders and the use of the AES provided a

valid and reliable instrument to calculating one's EI ability level.

Maslach Burnout Inventory -General Survey (MBI-GS)

The MBI-GS is a concise 16-item self-report survey using a 7-point Likert scale that test

one's level of burnout (Maslach, et al. 1981). The MBI-GS corresponds with the theoretical

process model of burnout that states work and/or personal stressors that are not adequately

managed lead to emotional exhaustion, depersonalization and a reduced sense personal

accomplishment (Leiter & Maslach, 1988). The MBI-GS was applied in this research analysis

to identify the participants' level of burnout within the workplace. The MBI-GS is the most

widely used instrument to measure the effects of burnout (Maslach, et al. 1981). The instrument

provided a series of 16 statements that are related to one's emotional state while in the work

environment. Participants are asked to rate their "job-related feelings" in terms of rank that is

provided as the following: 0 = *Never,* 1 = *A few times a year or less,* 2 = *Once a month or less*, 3

= *A few times of month*, 4 = *Once a week*, 5 = *A few times a week*, 6 = *Every day.*

The MBI-GS psychometric measurement were conducted within with the Dutch, North

Americas and Finnish countries. This research focused on the psychometric data presented for

North America where the sample was based. The MBI-GS's reliability coefficient is consistent

measured through the Cronbach alpha value of .89 for exhaustion, .80 for cynicism and .76 for professional efficacy (subscales of the instrument) within North America. The MBI-GS reliability is "adequate" and the internal consistency is high with test-retest reliability being "moderate" (Maslach, et al. 1981). The authors noted that these findings are normal due to one's psychological state changing over time depending on individual experience with burnout. The focus of this research was to identify current nonprofit organizational leaders' ability to cope with burnout within a high stress environment. The application of the MBI-GS instrument provided this study the analysis of identifying leaders that were able to cope with burnout in the high stress work environment of nonprofit organizations.

Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF)

The TEIQue-SF is a self-report instrument that measures one's behavioral dispositions as related to the trait EI theoretical model. The TEIQue-SF is a 30-item self-report based on a 7-point Likert Scale. Respondents of the instrument are asked to read through 30 emotional - related statements and select from their "job-related feelings" in terms of rank that is provided as the following: 1 = *Completely Disagree*, 2 = *Disagree*, 3 = *Somewhat Disagree*, 4 = *Neither Agree or Disagree*, 5 = *Somewhat Agree*, 6 = *Agree* and 7 = *Completely Agree.*

The TEIQue-SF's four broader factors of personality that included the following: well-being, self-control, emotionality and sociability (Petrides, 2009). The TEIQue-SF was intended to asses 15 specific subscales of personality related to trait EI that are listed as: adaptability, assertiveness, emotion appraisal, emotion control, emotion expression, emotional management of others, low impulsiveness relationships, self-motivation, social awareness, stress management, self-esteem, trait empathy, trait happiness, trait optimisms. Each item within the TEIQue-SF represented two of the 15 specific subscales of the trait EI model that are then condensed into the

broader factors of well-being, self-control, emotionality and sociability (Petrides, 2009). The trait EI model differs from the EI ability model in that trait EI is based on self-perception and behavioral dispositions while EI ability is based on skill and potential.

The TEIQue-SF is a condensed version of the TEIQue and due to the concise nature of the instruments some of the items have poor psychometric data that includes items 4, 7 and 25. However, the authors noted that removing these items would possibly compromise the entire instrument (Cooper and Petrides, 2010). The purpose of the TEIQue-SF was to serve as an abridged version of the larger TEIQue and removing any item would compromise the integrity of the instrument as a whole, only to gain a small value in psychometric data. Furthermore, Cooper and Petrides (2010) reported that the psychometric properties of the entire TEIQue-SF is consistent and reliable across the survey. The Cronbach's coefficient is 0.88 for men and 0.87 for women indicating that the TEIQue-SF was reliable for identifying domains related to trait EI (Cooper & Petrides, 2010). Overall, the AES, MBI-GS and the TEIQue-SF have all been found to have consistent psychometric properties that supported the basis of this study.

Ethical Considerations

Storage and Protection of Data

Participants were engaged by the researcher through e-mail and social media recruitment. The researcher conducted Google searchers on nonprofit organizations across the United States of America. The researcher gained the participants' e-mail addresses from each nonprofit organizations' public website and contacted the potential participants via their business e-mail addresses with a recruitment request to participate in the study. The researcher also posted announcements on Facebook and LinkedIn requesting the recruitment of nonprofit organizational leaders. The participants were provided informed consent and the hyperlink once the

participants agreed to be apart of the study. The website for the survey was managed by

Qualtrics as an anonymous website link were no personal information was retrieved except

participants that completed the entire survey were able to voluntarily partake in a recruitment

raffle. The survey on the Qualtrics system was closed and the transmitted data was uploaded to a

Microsoft Excel spreadsheet as well as was directly imported into IBM's SPSS Statistics 24.

Following this process, all identifying data was then deleted and all information was stored on an

encrypted password-protected laptop as well as an encrypted password-protected cloud-based

service of Dropbox to prevent data loss.

Summary

The purpose of this study was to identify a statistically significant relationship in

predicting EI ability from trait EI, burnout, age and gender of nonprofit leaders. Ideally, the

independent variables would be identified at a significance level of alpha .01. There is little

previous literature regarding the correlation and the predictive relationship of trait EI, EI ability

and burnout within the nonprofit sector. Taking into account the gap in the literature, this study

was expected to provide the grounds of a possible statistically significant and/or a correlational

relationship of trait EI, EI ability and burnout of current nonprofit leaders. The purpose of this

research was to examine trait EI, EI ability and burnout independently to identify any

relationship with these variables as well as encourage future studies related to filling the gap in

the literature. This research also exposed the need for further literature within the field of I/O

psychology that focuses on the nonprofit industry that is based on scientific knowledge and

supported by research-based methods to identify the urgency and necessity for change regarding

leadership developmental practices.

CHAPTER 4. RESULTS

Background

A non-experimental quantitative analysis was used along with a multiple linear regression analysis to test the predictability and the causal relationship of the research variables (e.g., EI ability, trait EI, burnout, gender and age). The use of demographic data, inclusion/exclusion criteria and three surveys were applied to establish a foundation to further investigate a statistical relationship of the sample data of this study. The three surveys included within this study are the following: AES, TEIQue-SF and MBI-GS. The research question examined for this study is as follows:

Central Research Question. Do the variables of trait emotional intelligence, burnout, age and gender collectively predict emotional intelligence ability in nonprofit organizational leaders?

Preparation for Data Analysis and Evaluation

Scoring

The inclusion/exclusion criteria and the three surveys were administered through Qualtrics (2016) an online database. The survey was closed once the sample reached 92 participants that completed all measurement responses. The raw data was then transferred to both a Microsoft Excel spreadsheet and IBM SPSS Statistics 24 software for further statistical analysis. The raw data was then calculated to identify the composite and subscale scores for EI

ability, trait EI and burnout. The AES was examined to identify the participants level of EI ability. The TEIQue-SF was reviewed to identify one's self-perception and behavior dispositions related to trait EI skill set. Finally, the MBI-GS was used to identify the participants' capacity to mediate burnout. Each of the participants were screened prior to completing the three individual surveys in order to focus the sample on seasoned nonprofit organizational leaders as designated by the inclusion/exclusion criteria (e.g., List Sample). Each of the surveys (e.g., AES, TEIQue-SF and the MBI-GS) were calculated as designated by the directives of the administrator and scoring manuals.

The AES supported the four subscales associated with the Mayer & Salovey's theoretical basis of EI ability that included the following subscales: perception of emotion, managing own emotions, managing others emotions and the utilization of emotions (Schutte, et al. 2009). The AES is calculated as a summation scoring survey. Meaning, that the higher the numerical value is equivalent to the participants' level of EI ability. The AES has 33 total questions on the survey measuring EI ability, from 1 (Strongly Disagree) to 5 (Strongly Agree). Thus, the comprehensive scores for the AES range from 33 to 165, higher scored represented higher levels of EI ability.

The MBI-GS identifies one's level of burnout within the work setting. The MBI-GS measures burnout as related to the following subscales: exhaustion, cynicism and professional efficacy (Maslach, et al. 1981). The administrator manual of the MBI-GS stated that raw data is calculated through acquiring the mean of each subscale and then adding each subscale for the total composite score (Maslach, et al. 1981). Therefore, the total composite score of one's level of burnout and the effects of burnout being experienced ranging from 0 (Never) to 6 (Every day).

The TEIQue-SF assist in identifying one's self-perception and behavioral dispositions as

related to the theoretical basis of the trait EI model (Petrides, 2004). The TEIQue-SF supports

the recognition of the following four factors related to trait EI: well-being, self-control,

emotionality and sociability. Each factor was then calculated for a summation score and

computed for the mean of the final total score of one's trait EI level. The average total trait EI

score corresponds with the comprehensive description of the four factors and comprehensive trait

EI domains (Petrides, 2004). The composite mean scores of the trait EI domain ranges from 1

(Completely Disagree) to 7 (Completely Agree). The minimum, maximum, mean and standard

deviation for all the subscale and composite scores for all three surveys are displayed in Table 1.

Table 1. *Means and Standard Deviations of Variable Measures*

Variables Measures	Minimum	Maximum	*M*	*SD*
Emotional Intelligence ability	107	156	136.27	10.97
Perception Of Emotions	27	51	42.43	4.74
Managing Own Emotions	29	45	37.65	3.63
Managing Others Emotions	24	40	32.26	2.80
Utilization of Emotions	16	29	23.93	2.91
Burnout	.13	3.82	1.58	.92
Exhaustion	.20	6	2.56	1.48
Cynicism	.00	5	1.54	1.34
Professional Efficacy	.00	2.33	.64	.57
Trait Emotional Intelligence	4.47	6.57	5.60	.52
Well-Being	4.17	7	6.16	.67
Self-Control	3.17	6.67	5.11	.78
Emotionality	3.25	6.89	5.61	.72
Sociability	2.67	6.83	5.34	.77

Note. N=88

Emotional Intelligence Ability. The AES provided the participants' overall mean of EI

ability score as the following: 136.27 (*SD*= 10.97). The participants' in this study have a higher composite EI ability score then a study presented by Schutte, et al. (2009) of 98 senior managers in Israel conducted by Carmeli (2003) (*M* =122.43 and *SD*= *12.21*).

Burnout. The MBI-GS reported the participants' overall mean of burnout level as 1.58 (*SD* = 0.92) based on the subscales of exhaustion (*M*=2.56 and *SD*= 1.48), cynicism (*M*=1.54 and *SD*= 1.34) and professional efficacy (*M*=.64 and *SD*= .58). The scores for exhaustion and cynicism are comparable to the average normative scores (Maslach, et al. 1981). However, the participants of this study scored lower in professional efficacy than the normative scoring of Cronbach's α of .76 within North American sample (Maslach, et al. 1981).

Trait Emotional Intelligence. The TEIQue-SF was used to indicate self-perception and behavioral dispositions as related to trait EI domains of well-being, self-control, emotionality and sociability. The participants of this study reported an overall mean composite score of the trait EI domains of 5.6 (*SD*= .524). The comparative scores of this study were lower than that of the normative scores across gender (e.g., men scored an overall mean of 5.05 (*SD* = .69) and women scored an overall mean of 4.94 (*SD* = .67) (Cooper & Petrides, 2010).

<div align="center">

Description of the Sample

</div>

The respondents for this study were obtained via e-mail and social media recruitment efforts of nonprofit organizations throughout the United States of America. The researcher obtained participants' e-mail addresses from various nonprofit organizations' public websites. Additionally, the researcher announced social media posting on Facebook and LinkedIn to recruit participants. The e-mail recruitment and social media announcements directed respondents via an anonymous hyperlink to the Qualtrics system to complete the survey. There was a total of 305 respondents while only 93 respondents were deemed eligible and completed

all three surveys for this study.

Demographic Characteristics

The participants completed demographic questions in order to gain a better overall understanding of the population of nonprofit organizational leaders. These questions provided personal data (e.g., gender and age) as well as the participants' organizational level of leadership (e.g., years of experience and span of control) that were used to identify current or recently retired (within the last 6 months) nonprofit organizational leaders within the industry. This demographic data was used to apply the central research question as well as the four sub-research questions of the study.

The variables of gender, age, years of experience and span of control were categorized as nominal variables that have been assigned group names and not values. The use of the variables of years of experience and span of control provide insight into the participants' level of leadership within a nonprofit organization while the variables age and gender were involved in further statistical analysis with the three measurements used to identify EI ability, trait EI and level of burnout. Table 2 indicates the frequency and percentages of the individual characteristics of age and gender. Table 3 identifies the participants' years of experience while employed with a nonprofit organization along with the leaders' span of control (i.e., number of employees currently supervised).

Table 2. *Frequencies and Percentages for Age and Gender*

Variable	Frequency	Percent (%)
Age (Years)		
30-35	8	9.1%
36-39	11	12.5%
40-45	10	11.4%
46-50	15	17.0%
51-55	13	14.8%
56-60	17	19.3%
61-70	14	15.91%
Gender		
Women	61	69.3%
Men	27	30.7%

Note. *N*=88.

Table 3. *Frequencies and Percentages Years of Experience and Span of Control*

Variable	Frequency	Percent (%)
Years of Experience		
5-10	26	19.5%
11-15	19	21.6%
16-20	21	23.9%
21 years or more	22	25.0%
Span of Control (number of subordinates)		
3-5 employees	30	34.1%
6 or more employees	58	65.9%

Note. *N*=88.

Pre-analysis Data Evaluation

Reliability

The reliability of Cronbach's α was employed prior to conducting a multiple linear regression analysis to the scale variables of this research that included: EI ability, trait EI and level of burnout of nonprofit organizational leaders. The outcome of the study's Cronbach's α is presented in Table 4, which are all over .80 indicating good internal consistency expect for professional efficacy that is a subscale of the MBI-GS measuring burnout. The Cronbach's α for

this study is .87 while the comparative Cronbach's α for the AES measuring EI ability is 0.90

(Carmeli, 2003). While, the Cronbach's α for the TEIQue-SF was the following: men: 0.88 and

women: 0.87 as measurements of trait EI (Cooper & Petrides, 2010) and for this study is the

Cronbach's α is measured at .85. Finally, the Cronbach's α for the MBI-GS (burnout) subscales

is calculated as exhaustion .89, cynicism .80 and professional efficacy .76 (Maslach et al. 1981),

while the Cronbach's α value for this study has a composite scale of burnout is .88. All of the

literature references as well as the reliability outcomes for this research indicated levels that are

consistent.

Table 4. *Cronbach's Coefficient of Reliability for Composite Scale*

Composite Scale	Cronbach's α	
	Study Statistic	Literature Reference a, b, c
Emotional Intelligence Ability	.87	.90a
Trait Emotional Intelligence	.85	0.88 (women) 0.87 (men)b
Burnout	.88	
Exhaustion		.89c
Cynicism		.80c
Professional Efficacy		.76c

a Carmeli (2003), b Cooper and Petrides (2010), c Maslach et al. (1981).

Multiple Linear Regression Assumptions

The purpose of conducting a multiple linear regression was to test the predictability of the

dependent variable with regards to the independent variables of this study. Prior to conducting a

multiple linear regression analysis there are specific parametric assumptions of the dataset that

are required to be evaluated that include identifying outliers (if applicable), normality, linearity,

and homoscedasticity (Tabachnick & Fidell, 2012). Once the dataset has been eliminated from

outliers (three were found as seen on Figure 4) and data normality was established then the

multiple linear regression was conducted in order to examine the central research question and

all the sub-research questions.

Outliers

A pre-data screening was conducted on the raw dataset to eliminate any cases with missing values. There were 304 participants that attempted to complete this survey for this study. However, there were 93 participants that qualified for the study as determined by the inclusion-exclusion criteria. There was one case that did not complete the entire survey and that case was eliminated form the dataset. Following the elimination of the missing case within the dataset, the dataset was then evaluated for outliers.

Outliers are extreme values within the dataset that differed from the sample distribution as a result may alter the statistical significance of the research (Field, 2013). Multivariate and univariate outliers maybe present in both independent and dependent variables of a given sample (Tabachnick & Fidell, 2012). Univariate outliers are extreme values found in one variable while multivariate outliers are cases that exhibit abnormal combination of values of two or more variables. IBM Statistics SPSS 24 did not indicate any univariate outliers for the variables of EI ability, trait EI or burnout as displayed in Figure 1, Figure 2, Figure 3.
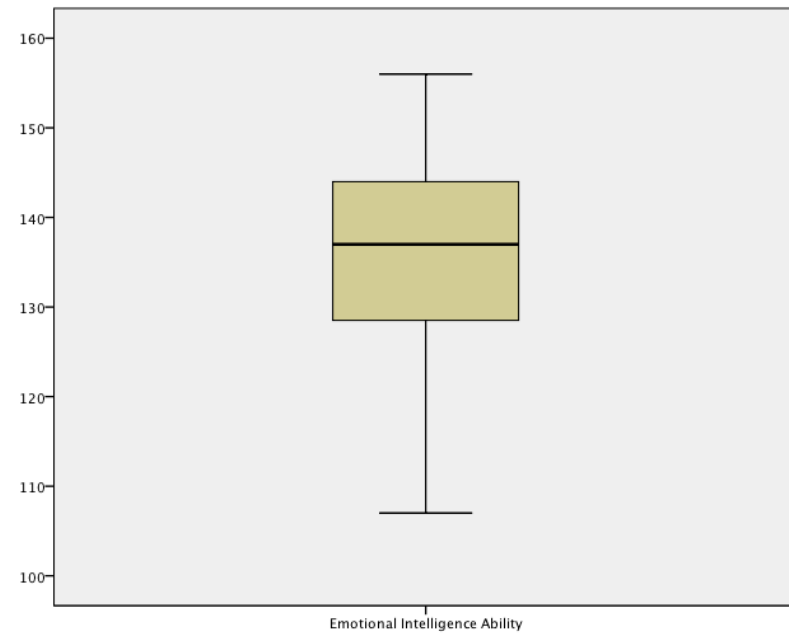
Figure 1. Box-and-whisker plot of Emotional Intelligence (EI) Ability index
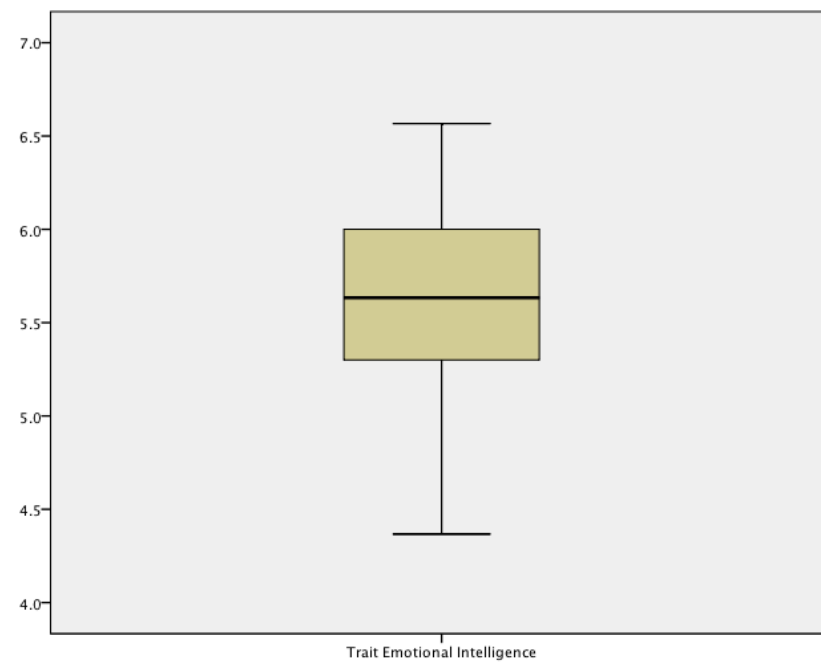
Figure 2. Box-and-whisker plot of Trait Emotional Intelligence (EI) index

Figure 3. Box-and-whisker plot of the Burnout index

After conducting a multivariate outlier analysis there were three outliers found from IBM SPSS Statistics 24 as shown in Figure 4. Mahalanobis Distance is the the distance of the predictor (i.e., independent) variables from mean of the outcome variable that have a chi-squared distribution as well as a degrees of freedom equal to the number of predictor variables. (Tabachnick & Fidell, 2012). Figure 4 indicates the IBM SPSS Statistics 24 identified three Mahalanobis Distance outliers of trait EI, burnout, age and gender (e.g., predictor variables) from the mean of the outcome variable (EI ability) that were then eliminated from the sample.
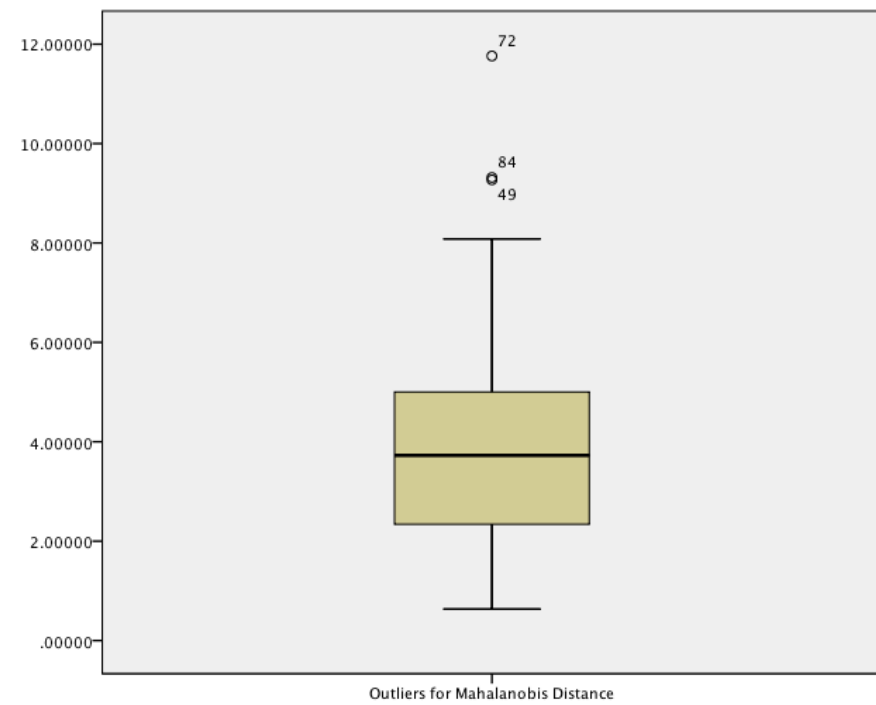
Figure 4. Outliers for Mahalanobis Distance

Data Normality

Prior to conducting a multiple linear regression analysis there are general assumption of data normality, linearity and homoscedasticity that are required to be examined. The purpose of these general assumptions are to ensure that variables are distributed normally across the sample in order to reduce bias (Field, 2013). Skewness and kurtosis scores for the composite variables of EI ability, trait EI and burnout are displayed in Table 5. The variables of EI ability and trait EI are negatively skewed (e.g., platykurosis) while the variable of burnout is positively skewed (e.g., leptokurtosis). Skewness and kurtosis levels are identified by the alpha level of .01 to .001 for small to moderate sample sizes (Mertler & Vannatta, 2005). The findings for this sample as shown in Table 5 state that the data within the sample is not distributed normally. However, further analysis was conducted to test the normality of the distribution of the data.

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Table 5.

Skewness and Kurtosis for Burnout, Emotional Intelligence Ability and Trait Emotional Intelligence

Variable	Skewness	SE	Kurtosis	SE
Burnout	.501	.257	-.770	.508
EI Ability	-.422	.257	-.149	.508
Trait EI	-.406	.257	-.562	.508

Note. $N = 88$.

IBM SPSS Statistics 24 software outputs for assessing the *Kolmogorov-Smirnov* (*K-S*) and *Shapiro-Wilk* (*S-W*) test are provided in Table 6 are used to identity consistency with data normality. The *K-S* test indicated that EI ability and trait EI are normally distributed throughout the sample, while the *S-W* test reported none of the composite variables are normally distributed. However, Field (2013) stated that normality testing does not provide an exclusive interpretation of the distribution of data and it is recommended to use graphical plots to display data normality. Additionally, it must be taken into account that *K-S* and *S-W* test results with small sample sizes may fail to indicate normality due to the lack of insufficient power of the sample.

Table 6. *SPSS output of Normality Test*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Burnout	.126	88	.001	.946	88	.001
Emotional Intelligence Ability	.076	88	.200*	.979	88	.172
Trait Emotional Intelligence	.078	88	.200*	.969	88	.031

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction.

Linearity of two variables is the second assumption in identifying the normality of the data. Figure 4 is a matrix scatter-plot of the variables of trait EI, EI ability and burnout. The matrix-scatterplot (Figure 5) is a visual interpretation of the bivariate relationship of the variables

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within this research. The graphic illustration of the matrix scatter-plot indicates a slight linear

relationship amongst the research variables.
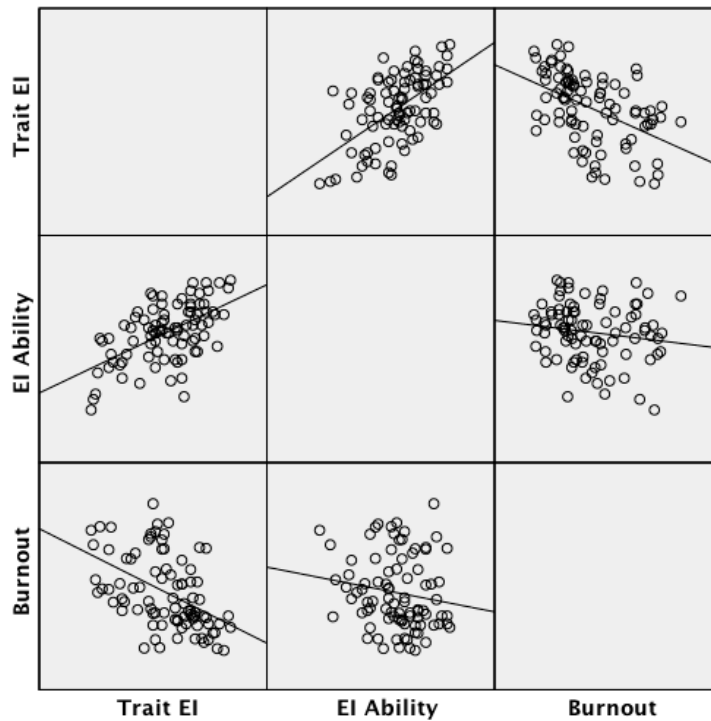
Figure 5. Matrix Scatter-Plot of the Composite Variables: Trait Emotional Intelligence, Emotional Intelligence
Anility and Burnout

Homoscedasticity is the final assumption of data normality and is vitally important to

executing a multiple linear regression analysis. The assumption of homoscedasticity is the

relationship of the predictor variable(s) being distributed at the same variance across all levels of

the data (Field, 2013; Tabachnick & Fidell, 2012). Violations of homoscedasticity cause the data

to non-normalized, therefore effecting one variable to transform another variable(s) along with

effecting the correlation of all the variables (e.g., Pearson's coefficient) (Mertler & Vannatta,

2005). A multicollinearity diagnostics scatterplot indicates that the predictor variables within the

data is spread across the outcome variable normally indicating no violations to homoscedasticity

as shown in Figure 6.
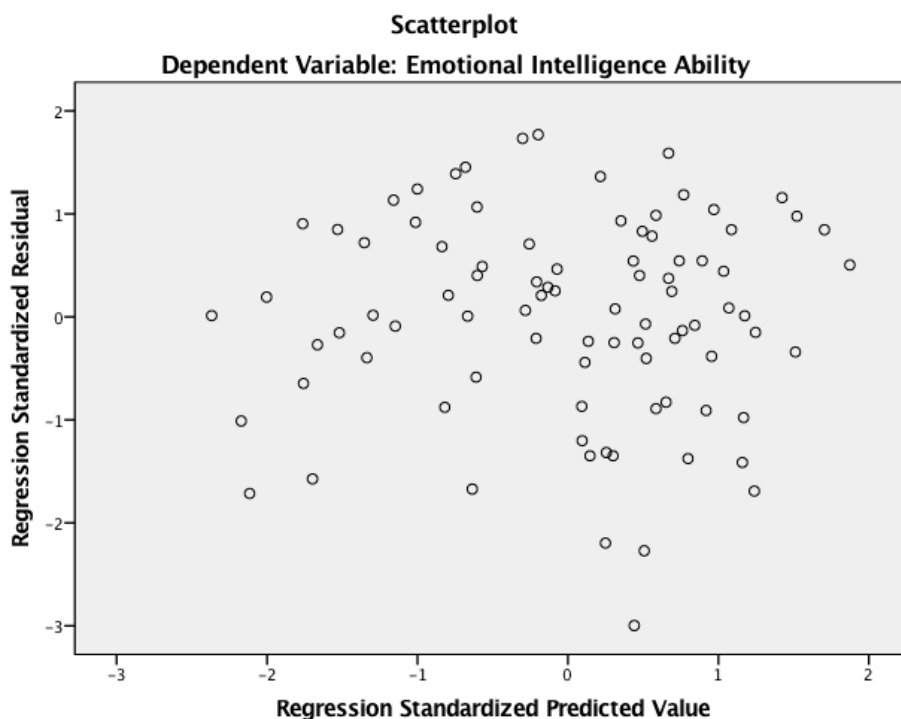
Figure 6. *Multicollinearity Diagnostics*

Collinearity

The correlational coefficient or Pearson's *r* serves as a method for understanding the

strength of the relationship of two variables (Field, 2013). Table 7, displays the sample

correlational coefficient of the variables: EI ability, trait EI, burnout, age and gender of nonprofit

organizational leaders. There was one significant correlation between EI ability and age (*r=.022,*

p<.05) and one moderately strong correlations between burnout and gender (*r=-.065, p<.05).*

There were also some slight correlations between the variables: trait EI and gender (*r=.088,*

p<.05) that are worth noting. However, the rest of the correlations indicated there were no other

significant correlation between the following variables: EI ability and trait EI (*r=.569, p<.05),*

trait EI and burnout (*r=-.476, p<.05),* burnout and age (*r=-.208, p<.05),* EI ability and burnout

(*r=-.156, p<.05),* EI ability and gender (*r=.123, p<.05),* and finally trait EI and age (*r=.168, p<.05).* However, further analysis into multicollinearity was assessed prior to conducting a multiple linear regression analysis.

Table 7. *Correlations*

		Correlations				
		EI Ability	Trait EI	Burnout	Gender	Age
Pearson Correlation	EI Ability	1.000	.569	-.156	.123	.022
	Trait EI	.569	1.000	-.476	.088	.168
	Burnout	-.156	-.476	1.000	-.065	-.208
	Gender	.123	.088	-.065	1.000	.053
	Age	.022	.168	-.208	.053	1.000
Sig. (1-tailed)	EI Ability	.	.000	.074	.127	.418
	Trait EI	.000	.	.000	.207	.059
	Burnout	.074	.000	.	.273	.026
	Gender	.127	.207	.273	.	.311
	Age	.418	.059	.026	.311	.
N	EI Ability	88	88	88	88	88
	Trait EI	88	88	88	88	88
	Burnout	88	88	88	88	88
	Gender	88	88	88	88	88
	Age	88	88	88	88	88

Multicollinearity exists when two or more predictor variables are highly correlated that can result in inconsistencies within multiple linear regression statistical analysis (Field, 2013). The visual analysis of a correlation scatter-plot matrix was presented in Figure 6, indicated a spread of the outcome variable amongst the predictor variables. However, the examination of two statically methods (e.g., *tolerance* and *VIF*) will identify the likelihood that multicollinearity existing amongst the predictor variables.

Tolerance is measured for independent variables between 0 to 1 and if the *tolerance* value is less than 0.1 multicollinearity is an issue within the data (Field, 2013). *VIF* is generally measured for each independent variable as a measurement of less than 10, if the score is higher

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than 10, multicollinearity must be diagnosed as problem (Mertler & Vannatta, 2005). Table 8, presented the multicollinearity diagnostics for *tolerance* and *VIF*. All tolerance levels are higher than 0.1 and *VIF* scores are significantly less than 10. The indication of multicollinearity of the independent variables does not exist within the dataset. Therefore, the data for this research was assessed using a multiple linear regression analysis to analyze the predictability of EI ability from the variables of trait EI, burnout, gender and age of current leaders of nonprofit organizations.

Table 8. *Multicollinearity diagnostics for Tolerance and VIF*

Model		*Coefficients*	
		Collinearity Statistics	
		Tolerance	*VIF*
1	Trait EI	.765	1.307
	Burnout	.756	1.323
	Gender	.990	1.010
	Age	.949	1.053

a. Dependent Variable: EI Ability

Hypothesis Testing

There is one central research question that applied to identifying the predictability of EI ability (e.g., dependent variable) of nonprofit leaders with relationship to the independent variables of trait EI, burnout, age and gender. Each of the sub-research questions focus on the predictor variables (e.g., trait EI, burnout, gender and age) individually. The multiple linear regression statistical analysis focused on trait EI, burnout, age and gender as the predictor variables while EI ability is the outcome variable. The alpha error probability of 0.05 is used in order to accept or reject the null hypothesis with regard to each research question being examined. The stepwise method was used to identify the independent variable(s) that have the

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greatest influence in predicting the dependent variable within a multiple linear regression analysis.

Summary

Multiple Linear Regression Analysis and Results

The dataset has been prescreened for missing data and outliers as well as for collinearity prior to conducting a multiple linear regression analysis. The IBM SPSS Statistics 24 software was used in conducting a multiple linear regression analysis with a stepwise method to identify the independent variable(s) that had a statically significant effect on influencing the prediction of the dependent variable of EI ability. IBM SPSS Statistics 24 software provided the following outputs for the regression analysis: a model summary, ANOVA table, coefficients table and excluded variables table.

The model summary represented the variables that have a statistically significant relationship with EI ability (Table 9). Model one includes the only variable (e.g., trait EI) that is statistically significant in predicting EI ability.   A stepwise multiple linear regression method enters each independent variable(s) to measure statistical criterion of correlation with the outcome variable (Field, 2013). In the case of the present study, the variables of burnout, gender and age were removed based on the lack of statistical evidence in predicting the outcome variable of EI ability. The R value is $R = .569$, the $R^{Squared}$ of .324 reports that variability of EI ability is accounted by the trait EI variable. Meaning, that 32% of the variance of trait EI is used to predict EI ability. The adjusted $R^{Squared} (\Delta R^2)$ is .316, which concludes that there would be less than .8% (e.g., *R Squared* - $\Delta R^2 =$) of the variance in the outcome for the larger population. Meaning, the cross-validity of the predictability of EI ability from trait EI is very accurate. Finally, the Durbin-Watson statistic tests the assumptions of correlation of the variables (Field,

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2013). The recommendation is that sums less than 1 and greater that 3 are problematic while a

value close to 2 associates the probability of the assumptions being met (Field, 2013). The

Durbin-Watson statistic for this study is 1.918 that indicates the likelihood of the assumptions of

independent variable errors has been met. However, further examination into the correlation of

the predictability of EI ability from trait EI requires further analysis.

Table 9. *Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Squared Change	F Change	df1	df2	Sig. F Change	
1	.569a	.324	.316	9.07345	.324	41.241	1	86	.000	1.918

a.   Predictors: (Constant), TRAIT EI
b.   Dependent Variable: EI ABILITY

ANOVA. The SPSS output of a one-way analysis of covariance (*ANOVA*) for this study

is represented in Table 10. The one-way *ANOVA*'s importance is in the examination of the

statistical significance of the independent variable predicting the regression model. The *residual

sum of squares* (SS_R) identified the fit of the model and/or estimation of the model to determine a

predictable relationship of the variables. The *degrees of freedom* (*df*) is the number of predictors

being evaluated within the regression, while the residual *df* is the number of coefficients within

the data. The *F* ratio identifies the differences in the variance within the data and it is

recommended that the calculation be larger than 1 in order to reject the null hypothesis (Field,

2013). Finally, the *p-value* in the *ANOVA* table represented the statistical significance of the

independent variable(s) to predict the outcome variable. The *F* ratio (1, 86) = 41.241, *p<.001*,

the interpretation is that Model 1 is highly statistically significant in predicting the outcome

variable of EI ability, thus we can state that the null hypothesis is likely to be rejected for

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research sub-question one (Table 10). Yet, the further examination of coefficients for the data is

essential to understand the relationship of the variable (e.g., trait EI) of study as a predictor of the

dependent variable of EI ability.

Table 10. *ANOVA*

$ANOVA_a$						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3395.284	1	3395.284	41.241	$.000^b$
	Residual	7080.170	86	82.328		
	Total	10475.45	87			

a. Dependent Variable: EI ABILITY
b. Predictors (Constant), TRAIT EI

Coefficients. The coefficient table was used to identify the multiple linear regression

analysis significance along with the y-intercept (Table 11). There was only one independent

variable that was found statistically significant (e.g., trait EI) in predicting EI ability. Model 1

indicates that trait EI is significantly predictive of EI ability, t (86) = 6.422, $p<.000$. The

positive slope for trait EI as a predictor of EI ability is demonstrated in the *B* unstandardized

coefficient of 1.856. While, the *B* standardized coefficient is .569, that states a positive

relationship of the independent and dependent variables. The following is the regression

equation: $Y = b_o + b_1x_1$, $Y = (69.492) + (11.917) * X_1$. Meaning, that for every unit increase in

trait EI it is expected that there is a 11.917 unit increase in EI ability. Therefore, this research

does fail to reject the following null hypotheses: H_0, $H2_0$, $H3_0$ and $H4_0$. Yet, Model 1 does reject

the null hypothesis ($H1_0$) in regards to the independent variable of trait EI being a significant

predictor of EI ability, $p < .000$.

Table 11. *Coefficients Table*

		Unstandardized Coefficients		Standardized Coefficients			95% confidence Index for B		Correlations		
Model		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper bound	Zero-order	Partial	Part
1	(Constant)	69.492	10.444		6.654	.000	48.630	90.253			
	Trait EI	11.917	1.856	.569	6.422	.000	8.227	15.606	.569	.569	.569

Dependent Variable: EI ABILITY

Excluded variables. The variables of age, gender and burnout were removed due to the insufficient statistical significance as a predictor of EI ability. Table 12, reports the significance level for each variable: age, $p <.405$; gender, $p <.415$; burnout, $p <.140$ when held constant to predict EI ability. Therefore, each of these variables (e.g., age, gender and burnout) do not represent any relevance in being statistically significant in predicting the outcome variable of the EI ability current nonprofit leaders.

Table 12. *Excluded Variables*

						Collinearity Statistics		
Model		Beta In	t	Sig.	Partial Correlation	Tolerance	VIF	Minimum Tolerance
1	Age	-.075b	-.837	.405	-.090	.972	1.029	.972
	Gender	.073	.819	.415	.089	.992	1.008	.992
	Burnout	.149b	1.491	.140	.160	.773	1.294	.773

Dependent Variables: EI Ability
Predictors in the Model: (Constant), Trait

Table 13. *Summary of Findings*

Research questions	Null	Alternative	Supported or Not Supported	Findings
Central RQ: Do the variables of trait EI, burnout, age and gender collectively predict EI ability in nonprofit organizational leaders?	H_0: The variable of trait EI, burnout, age and gender collectively does not predict EI ability in nonprofit organizational leaders.	H_a: The variable of trait EI, burnout, age and gender collectively does predict EI ability in nonprofit organizational leaders.	Not Supported	See below
Sub-RQ 1: Does the variable of trait EI, when age, gender and burnout are held constant, significantly contribute to the prediction of EI ability in nonprofit organizational leaders?	$H1_0$: The variable of trait EI, when age, gender and burnout are held constant, does not significantly contribute to the prediction of EI ability in nonprofit organizational leaders.	$H1_a$: The variable of trait EI, when age, gender and burnout are held constant, does significantly contribute to the prediction of EI ability in nonprofit organizational leaders.	Supported	$R^{Squared} = .324, p < .000$
Sub-RQ 2: Does the variable of burnout, when trait EI, age and gender are held constant, significantly contribute to the prediction of EI ability in nonprofit organizational leaders?	$H2_0$: The variable of burnout, when trait EI, age and gender are held constant, does not significantly contribute to the prediction of EI ability in nonprofit organizational leaders.	$H2_a$: The variable of burnout, when trait EI, age and gender are held constant, significantly contributes to the prediction of EI ability in nonprofit organizational leaders.	Not Supported	burnout, $p < .140$
Sub-RQ 3: Does the variable of age, when trait EI, burnout, and gender are held constant, significantly contribute to the prediction of EI ability in nonprofit organizational leaders?	$H3_0$: The variable of age, when trait EI, burnout and gender are held constant, does not significantly contribute to the prediction of EI ability in nonprofit organizational leaders.	$H3_a$: The variable of age, when trait EI, burnout and gender are held constant, does significantly contribute to the prediction of EI ability in nonprofit organizational leaders.	Not Supported	age, $p < .405$
Sub-RQ 4: Does the variable of gender, when age, trait EI, and burnout, are held constant, significantly contribute to the prediction of EI ability in nonprofit organizational leaders.	$H4_0$: The variable of gender, when trait EI, burnout and age are held constant, does not significantly contribute to the prediction of EI ability in nonprofit organizational leaders.	$H4_a$: The variable of gender, when trait EI, burnout and age are held constant, does significantly contribute to the prediction of EI ability in nonprofit organizational leaders.	Not Supported	gender, $p < .415$

Conclusion

This study examined the predictive relationship of EI ability from trait EI, burnout, gender and age of current nonprofit organizational leaders. The sample consisted of 88 currently employed nonprofit leaders or recently retired within the last six months, that were 30 to 70 of years of age, supervising at least three subordinators, having at least five years of nonprofit supervisory experience as well as not participating in any EI formal training. The stepwise multiple linear regression analysis indicated a statistical significant relationship of trait EI predicting EI ability of nonprofit organizational leaders. While the other variables of burnout, gender and age did not have a statistical significant relationship predicting EI ability. Therefore, the central null hypothesis for the research question was accepted. However, the multiple linear regression analysis indicates a statistically significant relationship of trait EI predicting the EI ability of nonprofit organizational leaders when the variables of burnout, age and gender are held constant. Concluding that the null hypothesis for the sub-research question one is rejected. The final chapter will further examine the data analysis results, discussion of the results, limitations to this study and recommendations for future research.

CHAPTER 5. DISCUSSION, IMPLICATIONS, RECOMMENDATIONS

The purpose of this final chapter was to review the data analysis, interpretation, implications as well as identifying recommendations for future research within the nonprofit industry. As previously stated, nonprofit organizations are susceptible to gaps in leadership (Kahnweiler, 2011), inadequate leadership developmental practices (Johnson, 2009; Kahnweiler, 2011), lack of strategic planning efforts and leadership succession planning (Carman, et al. 2010). Due to the lack of literature within scholarly circles regarding nonprofit organizations, this study bridged the gap in literature along with provided new insight into the predictability of EI ability amongst current nonprofit leaders. Nonprofit organizations are focused on mission-driven practices (Phipps & Burbach, 2010) along with having made little effort in fostering leadership training and development (Elkin, Smith & Zhang, 2012; Kahnweiler, 2011). Previous research, mainly conducted within the public and private sector, has indicated a correlational relationship of leadership effectiveness with EI (ability and trait) along with coping with effects of burnout individually. Therefore, the significance of this research was to create a scholarly conversation focused on nonprofit leadership through the founded research design of a non-experimental quantitative analysis.

A non-experimental quantitative analysis was employed to examine the research variables in order to generalize the results of this study to all nonprofit leaders within the United States. The implementation of an inclusive-excusive criteria was used in order to determine

seasoned leaders within the nonprofit industry. The sample consisted of 88 current leaders within the nonprofit industry. The qualified participants were requested to complete three psychological surveys that included the AES (Schutte, Malouff, & Bhullar, 2009), TEIQue-SF (Petrides, 2009) and the MBI-GS (Maslach, Jackson, Leiter & Schaufeli, 1981) to provide viable data to evaluate the research variables. The responses were captured using the Qualtrics platform via an anonymous website hyperlink and then the data was directly imported into both Microsoft Excel and IBM Statistics SPSS 24 software for further statistical analysis.

Summary of the Results

A multiple linear regression analysis was used to identify the predictability of the dependent variable (DV) from two or more independent variables (I/V) (Field, 2013). Specifically, this study used a multiple linear regression with a stepwise method to asses that independent variable (I/V) has the highest statistical significance in predicting the D/V (Field, 2013). The results from the stepwise multiple linear regression analysis for this study indicated that trait EI was a statistically significant predictor of the sample of current nonprofit organizational leaders' EI ability level. However, the I/V's of burnout, gender and age did not present a statistically significant relationship with predicting EI ability within this study.

Discussion of the Results

After conducting a stepwise multiple linear regression for this study the results indicated that following null hypotheses were accepted: $H_0, H2_0, H3_0$ and $H4_0$ (see Table 13). However, sub-RQ1 (e.g., Does the variable of trait emotional intelligence, when age, gender and burnout are held constant, significantly contribute to the prediction of emotional intelligence ability in nonprofit organizational leaders?) where the $H1_0$ was rejected due to variable of trait EI being a statistically significant predictor of EI ability ($p < .000$). Meaning, that the composite score of

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the trait EI variable is able to forecast the research sample of nonprofit leaders' overall EI ability level.

There were several limitations to this research that included a restricted sample and the overall examination exclusively on the composite scores for the research variables. Previous research indicated that age and gender play a role in identifying one's EI ability level (Anand & UdayaSuriyan, 2010) as well as being able to reduce the effects of burnout (Haung, et al. 2010; Sharma, 2007). The implementation of a specific inclusion-exclusion criteria was used to identify seasoned nonprofit leaders. However, the restriction of the inclusion-exclusion criteria may have reduced the probability of the I/Vs having a correlational relationship with the outcome variable of EI ability due to the limited number of participants. Other limitations of this study, included restricting the variables to the overall composite scores of EI ability, trait EI and burnout rather than determining the exact relationship of the research variables subscales. Further expansion of the inclusion-exclusion criteria and review of the subscales for each survey will provide a robust inspection of the role that trait EI, burnout, gender and age play in predicting nonprofit leaders' EI ability level.

Conclusions Based on the Results

Interpretation of Results

The outcome of this research indicated that trait EI was a statistically significant predictor of EI ability. The entire sample of this study demonstrated a higher then average EI ability scores ($M = 136.27$) than a comparative study of senior managers presented by Carmeli (2003) ($M = 122.43$). While the average mean of behavioral dispositions associated with trait EI was 5.6 which, was higher than average in a comparative sample presented by Cooper and Petrides (2010) (e.g., women: $M = 4.94$ and men: $M = 5.05$). The importance of these findings indicate

that leaders with higher than average EI ability level can be distinguished with behavioral dispositions/ personality domains associated with trait EI. Therefore, this study suggested that nonprofit organizations are able to create leadership developmental programs focused on identification of behavioral dispositions associated with the trait EI model. There were some other findings that include age and EI ability ($r=.022$, $p<.05$) have a significant high correlation as well as some slight correlations of the following variables burnout and gender ($r=-.065$, $p<.05$) and trait EI and gender ($r=.088$, $p<.05$) presented in Table 7. However, further statistical analysis of these research variables indicated that only trait EI was a predictor of EI ability within this sample.

Support for Hypothesis. According to the results of this study, trait EI was the only I/V that was determined as a significant statistical predictor of EI ability. Previous research has indicated that trait EI and EI ability are negatively correlated (Copestake, Gray & Snowden, 2013). However, there has been little research outside of this example on the correspondence of EI ability and trait EI methodologies, especially within the nonprofit sector. EI ability continues to be associated with positive leadership skills such as employee commitment (Bhalerao & Kumar, 2016) and performance profitability of employees (Wilderom, Hur, Wiersma, Berg, & Lee, 2015). Additionally, EI ability is highly correlated with decision-making, leadership influence (e.g., creativity with risk taking), self-awareness and social control of entrepreneurs (Ghosh & Rajaram, 2015). Each of these research findings reiterated the importance of EI ability with regards to leadership skills. The evidence from this study has surprisingly indicated a predictive relationship of EI ability from trait EI of current nonprofit leaders. Thus, providing a foundation for future research studies to explore the correspondence at a closer level to evaluate the subscales of trait EI and EI ability models.

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Limitations

As previously stated, literature regarding the distinct culture of nonprofit organizations along with EI leadership developmental initiatives particularly within the United States of America have been lacking within scholarly circles. The intention of this study was to identify the lack of literature as well as filling the gap in the literature in regards to the correspondence of EI (trait and ability) and burnout within the nonprofit sector. The limitations of this particular study included the specific inclusion-exclusion criteria and the focus on the broader context of EI (e.g., trait and ability) and burnout models. The inclusion-exclusion criteria of the study provided a specific identity on seasoned leaders within the nonprofit sector. However, the inclusion-exclusion criteria also provided a limited aspect on leadership within nonprofit organizations. Each of these limitations presented provided a broad based perspective on the predictability of EI ability and vagueness of the identification of the specific behavioral dispositions of trait EI that may forecast EI ability.

This study was limited to the application of the composite scores of trait EI, burnout and EI ability versus the subscales of the surveys. In examining both the overall composite scores along with the subscales would provide a precise identifier of that trait EI subscale (behavioral disposition) as a predictor of EI ability within nonprofit organizational leaders. The results will create a precise evaluation of the correspondence of EI ability and the particular subscale of trait EI. Each of the limitations discussed will further expand the theoretical and practical implications of EI ability, trait EI and burnout. This study presented the need for future research within the nonprofit industry along with the need for a specific evaluation of survey subscales. This study provided the groundwork for both theoretical and practical implications that involved EI ability, trait EI, burnout and the nonprofit industry.

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Implications for Practice

Theoretical Implications

The theoretical implications for this study indicated that there is a statistically founded correspondent relationship with EI ability and trait EI. Both EI ability and trait EI are fairly new concepts within psychological circles, however, there has been a tremendous amount of literature on the theoretical basis of EI ability. The trait EI model distinguishes the theoretical framework based on behavioral dispositions and self-perceptions of being able to interpret "emotional information." Petrides (2011) pointed out that the two varying methodological stances of EI (e.g., ability and trait) are independent of one another due to contradictive distinctions of EI ability (e.g., cognitive ability) and trait EI (e.g., personality trait). Additionally, previous research has indicated that methodological stances of EI ability and trait EI do not correspond (Brannick, Wahi, Arce, & Johnson, 2009; Copestake, et al. 2013). Interestingly, the findings from this study indicated a predictive and corresponding relationship with trait EI and ability EI. The theoretical implications for these findings provided the foundation for future literature identifying the exact correlational attributes of these two differencing theoretical stances of EI.

Practical Implications

The nonprofit organizational sector is the third largest industry within the United States only behind the public and private sector. Due to lack of financial resources (Kahnweiler, 2011), mission driven practices, dependency on volunteerism (Al-Jenaibi & Kiesman, 2014) and leadership deficiencies in governing board leadership (Carman, et al. 2010; Phipps, et al. 2010) nonprofit organizations are in a critical situation regarding leadership development and stability. The practical implications for this study included further examination into nonprofit organizational leadership development practices and initiates that are based on foundational

psychological principles such as EI. This study indicated that trait EI is a statistically significant predictor of EI ability within the sample of current nonprofit leaders.

The importance of EI ability in regards to leadership skills has been a thoroughly research methodology that is associated with subordinate trust (du Plessis, et al. 2015), conflict management (Zammuner, et al. 2013), problem solving and self-awareness (Anand and UdayaSuriyan, 2010). Nonprofit organizations have been found to have leadership development deficiencies (Elkin, Smith & Zhang, 2012; Kahnweiler, 2011), poor succession planning practices (Elkin, et al. 2012; Santora, et al. 2015) and naive governing boards (Phipps, et al. 2010) requiring a change in managing leadership gaps. Taking previous literature into account, nonprofit organizations will be well served in a focused effort on creating leadership developmental programs that prioritize EI related topics. Furthermore, the participants for these developmental programs are to be screened for trait EI behavioral dispositions to further cultivate the intuitive personality traits related to predicting EI ability. The practical implications of this study will impact the implementation of foundational psychological principles (e.g., EI ability and trait EI) into creating nonprofit leadership developmental practices that will stabilize succession planning efforts.

Recommendations for Future Research

This study concentrated on the nonprofit organizational sector in order to fill the gap in leadership literature and the necessity of further scholarly research. As the inclusion-exclusion criteria for this study were precise and restricted to experienced leaders within nonprofit organizations, future efforts are to extend to all areas of leadership. Specifically, examining all levels of expertise of supervisors, managers, directors and executives of the nonprofit sector. Future research recommendations conceivably are intended to examine the level of supervisor

expertise regarding the predictability of EI ability from the specific behavioral disposition related to trait EI of nonprofit organizational leaders. Additionally, future research recommendations can be extended to the private and public sector.

Finally, another recommendation for future research is to explore the sub-categories (subscales) of the surveys used within this study (e.g., MBI-GS, AES, TEIQue-SF). Future research recommendations include the application of the subscales related to the identified surveys to examine the prediction and correlations of these specific subscale measures. The exploration of the subscales related to trait EI predicting EI ability will expand upon this study to identify the behavioral dispositions that are highly correlated in predicting leaders' EI ability. These findings will also provide a foundational argument into seeking further examination into leadership developmental practices of nonprofit organizations as well as providing further distinctions between the EI (e.g., ability and trait) models.

Conclusion

The emphasis of this study was to broaden the scope of current scholarly literature, fill the gaps in the literature and create research founded discussion on the theoretical and practical application of the models of EI (ability and trait) along with burnout within the nonprofit organizational sector. This study presented an argument for the need of research within the nonprofit sector regarding the variables of study (e.g., burnout, EI ability and trait EI) along with the extension of leadership developmental practices by nonprofit organizations. This study also presented a theoretical review of the current literature to establish a foundation for the methodological approach to the examination of research variables. In exploring the research question(s), a stepwise multiple linear regression analysis was conducted on the sample to determine the predictability of EI ability from trait EI, burnout, gender and age.

The findings of this research indicated that with this particular sample of nonprofit organizational leaders, trait EI was statistically significant in predicting EI ability (i.e., $p < .000$) when the variables of gender, age and burnout were held constant. The findings from this study supported further theoretical development of the concepts of EI (ability and trait), assisted in establishing founded leadership developmental practices for nonprofit organizations and most importantly drew attention for the need of scholarly research within the nonprofit sector. Previous research has established that the EI models are foundational in effective leadership practices (Anand and UdayaSuriyan, 2010; Barari & Barari, 2015; du Plessis, et al. 2015; Haung, et al. 2010; Podsakoff, et.al. 1990; Siddiqui & Hassan, 2013; Webb, 2014; Yaghoubi, et al. 2001, Zammuner, et al. 2013). However, the vast majority of research has been conducted in the public and private sector and the need for research in the nonprofit sector is necessary. This analysis presented a scholarly argument based on the grounds of founded theory and psychological principles to encourage future research trends. Finally, this study has provided the basis as well as statistically significant findings for future research studies to focus on EI based leadership developmental programming within in the nonprofit organizational industry.

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STATEMENT OF ORIGINAL WORK

Academic Honesty Policy

Capella University's Academic Honesty Policy (3.01.01) holds learners accountable for the integrity of work they submit, which includes but is not limited to discussion postings, assignments, comprehensive exams, and the dissertation or capstone project.

Established in the Policy are the expectations for original work, rationale for the policy, definition of terms that pertain to academic honesty and original work, and disciplinary consequences of academic dishonesty. Also stated in the Policy is the expectation that learners will follow APA rules for citing another person's ideas or works.

The following standards for original work and definition of *plagiarism* are discussed in the Policy:

> Learners are expected to be the sole authors of their work and to acknowledge the authorship of others' work through proper citation and reference. Use of another person's ideas, including another learner's, without proper reference or citation constitutes plagiarism and academic dishonesty and is prohibited conduct. (p. 1)

> Plagiarism is one example of academic dishonesty. Plagiarism is presenting someone else's ideas or work as your own. Plagiarism also includes copying verbatim or rephrasing ideas without properly acknowledging the source by author, date, and publication medium. (p. 2)

Capella University's Research Misconduct Policy (3.03.06) holds learners accountable for research integrity. What constitutes research misconduct is discussed in the Policy:

> Research misconduct includes but is not limited to falsification, fabrication, plagiarism, misappropriation, or other practices that seriously deviate from those that are commonly accepted within the academic community for proposing, conducting, or reviewing research, or in reporting research results. (p. 1)

Learners failing to abide by these policies are subject to consequences, including but not limited to dismissal or revocation of the degree.

Statement of Original Work and Signature

I have read, understood, and abided by Capella University's Academic Honesty Policy (3.01.01) and Research Misconduct Policy (3.03.06), including Policy Statements, Rationale, and Definitions.

I attest that this dissertation or capstone project is my own work. Where I have used the ideas or words of others, I have paraphrased, summarized, or used direct quotes following the guidelines set forth in the APA *Publication Manual*.

Learner name
  and date   Solimar Miranda October 10, 2016