An Examination of the Emotional Intelligence and Leadership Behaviors of Alabama FFA Officers

by

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Abstract

Leadership has been referenced as, "One of the most observed and least understood phenomena on earth" (Burns, 1978/1995). Although numerous leadership theories occupy the literature and seemingly limitless research on the construct exists, the question still remains – what characteristics, skills, or behaviors constitute an effective leader? This study sought to contribute to the field of leadership research by examining the leadership behaviors and emotional intelligence of a group of adolescent leaders. If these student leaders were determined to possess above-average emotional intelligence, then it might open the door for future research regarding the role that emotional intelligence plays in the success of adolescents serving in positions of leadership.

Numerous studies have examined the connection between the emotional intelligence and leadership ability of college and career adults; however, this relationship has not been as well-researched among the adolescent population. This study endeavored to add to the existing literature by providing insight into the emotional intelligence and leadership behaviors of students who had completed a year of service in a leadership role as an FFA officer. The population consisted of students who had served as an officer at either the chapter, district, or state level in the state of Alabama during the 2023-2024 school year.

Through the utilization of two quantitative survey instruments, the Multifactor Leadership Questionnaire (MLQ) and the Bar-On Emotional Quotient Inventory: Youth Version Short Form (Bar-On EQ:iYV(S)), the officers' emotional intelligence and perceived leadership behaviors were examined. The collected data determined that these student leaders more frequently possessed transformational leadership behaviors as well as the upper echelon of transactional leadership, and the officers' mean scores on each of these behaviors aligned with

the U.S. norms. However, the emotional intelligence of the officers was above the national average in all but one of the Bar-On EQ:iYV(S) scales. Further research is required to determine if these elevated emotional intelligence scores are indicative of only this group of student leaders or if the connection between leadership behaviors and emotional intelligence is applicable to the adolescent population.

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Proverbs 3:5-6

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to Him, and He will make your paths straight."

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List of Abbreviations

AAAE   American Association for Agricultural Education

AFNR   Agriculture, Food, and Natural Resources

CDE   Career Development Events

CR   Contingent Reward

CTSO   Career Technical Student Organization

EI   Emotional Intelligence

EQ-i   Emotional Quotient Inventory

EQ-i:YV(S)   Emotional Quotient Inventory: Youth Version Short Form

ESCI   Emotional Social Competence Inventory

ESI   Emotional-Social Intelligence

FFA   Future Farmers of America

IIA   Idealized Influence – Attributes

IIB   Idealized Influence – Behaviors

IC   Individualized Consideration

IM   Inspirational Motivation

IQ   Intelligence Quotient

IS   Intellectual Stimulation

LF   Laissez-Faire

MBEA   Management-by-Exception: Active

MBEP   Management-by-Exception: Passive

MLQ   Multi-Factor Leadership Questionnaire

MSCEIT   Mayer-Salovey-Caruso Emotional Intelligence Test

NCA	National Chapter Award
NQCS	National Quality Chapter Standards
POA	Program of Activities

Chapter I

Introduction

Background and Setting – The Complexity of Leadership

      Leadership has been a topic of inquiry for centuries (Goethals et al., 2004), and yet, the exact characteristics or behaviors that constitute an effective leader are still being explored and examined. According to James MacGregor Burns, "Leadership is one of the most observed and least understood phenomena on earth" (1978/1995, p. 9). The characteristics and behaviors of those individuals who either are currently, or have been considered to be, leaders can vary as much as the situations in which these leaders find themselves. This variation has presented a challenge when attempting to compile a definition suitable to represent such a vast and complex construct.

      Despite years of research and examination, a singular and unanimously agreed upon definition of leadership is still yet to be coined (Kagay et al., 2015; Leithwood et al., 1999; Northouse, 2019; Stewart, 2006). Over the past 75 years of research regarding the topic, over 350 definitions of leadership have emerged (Ricketts & Ricketts, 2010). This can be attributed to the various characteristics, behaviors, and styles that encompass the leadership construct in its entirety. For the purpose of this study, Gary Yukl's definition of leadership will be utilized. Yukl defines leadership as, "The process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (2013, p.7).

      As the numerous working definitions found in the literature add to the complexity of the construct, multiple different leadership styles also exist and create an additional variable. Each

leadership style is accompanied by characteristics that can and should make that leader effective; however, leadership is also conditional in that the characteristics and skills necessary to be effective are dependent upon the circumstance at hand (Goleman, 1998a). To further add to the complexity of leadership, a dichotomy exists in that utilizing characteristics or behaviors that have proven effective in certain situations can result in the leader's downfall if the trait or action is utilized too excessively (Willink & Babbin, 2018). For example, communication skills could be viewed as a leadership strength; however, constant conversation can result in the followers no longer listening to the leader (Willink & Babbin, 2018). This results in a variance among not only the characteristics and behaviors exhibited by the leader, but also the extent to which those characteristics and behaviors can be displayed in order to remain effective. The most effective styles and characteristics can vary based simply on the organization or the individuals in which the leader is interacting with at the time (Goleman, 1998a). The multitude of styles and the magnitude of variables at play make the leadership construct increasingly complex.

A Leader's Influence

In addition to the question regarding the necessary attributes of an effective leader, the acceptance of leadership as either an innate or a learned characteristic has long been a topic of scholarly debate (Goleman, 1998a; Henkel & Bourdeau, 2018; Spohn, 2018). Regardless of whether leadership originates from birth or emerges through experiences, there is little argument regarding the influence that a leader can have on an organization, corporation, military, or society as a whole. The influential relationships between leaders and followers are integral for leadership to be effective (Willink, 2023). Northouse (2019) describes influence as an essential necessity of leadership and believes that, without it, leadership cannot exist. Whether intrinsically or intentionally, the leadership attribute of influence and the ability of the leader to

form effective relationships with followers allows these individuals to stand apart from their peers and colleagues.

Just as leadership methods and attributes can vary, the individuals that fill these leadership roles are also diverse and can be from any combination of demographic, geographic, social, and socioeconomic backgrounds. Despite the vast diversity of individuals that have risen to positions of leadership, one aspect that transcends all leadership styles is the leader's ability to influence their followers. This matter of influence is the common denominator among the various definitions of leadership found in the literature (Yukl, 2006).

The influential aspect of leadership is evidenced throughout history, as numerous leaders have emerged that, either positively or negatively, have shaped the course of time: leaders such as George Washington, Theodore Roosevelt, Mother Teresa, and Ronald Reagan. While each of the aforementioned leaders shaped history in drastically different manners, one commonality shared between them all is that they utilized their leadership skills and abilities to both lead a group of individuals and influence others to follow their actions. A leader's morals and ethics affect whether the influence will be positive or negative, but regardless of good or bad intentions, leaders lead and influence their followers.

Although influential leaders in history might come to mind more readily, leadership is not limited only to those individuals who have made a substantial mark on the history of mankind. Leadership can be observed at all ages and at all magnitudes, whether presidential, corporate, collegiate, or even on a playground before a child reaches the age of formal education (Murphy, 2011). While the existence of leaders at various levels and in various situations can be observed, a more complex question remains - what are the exact characteristics required for individuals to successfully elevate and remain at positions of leadership and influence?

Leadership Training and Development

While a leader's action of influence is difficult to teach, research shows that some of the characteristics, skills, and behaviors that enable leaders to exhibit this influence among their followers can be developed and sharpened (McElravy & Hastings, 2014; Rosch et al., 2015; Roupnel et al., 2019; Seemiller, 2018; Townsend, 2002). This can occur in multiple ways, whether through mentor programs (Roupnel et al., 2019), leadership classes (Townsend, 2002), participation in leadership-focused organizations (McElravy & Hastings, 2014; Rosch et al., 2015), coaching services (Roupnel et al., 2019), or formal leadership development programs (Seemiller, 2018). Regardless of the method of delivery, the primary purpose of these programs is to enhance the characteristics and skills that are typically associated with leadership effectiveness. As a result of the various leadership styles, and due to the complexity of variables in the realm of leadership, there is no universally accepted checklist that can be used to evaluate and classify someone as an effective leader. This lack of an accepted measure makes the task of developing and sharpening the leadership skills of individuals even more complex. Williams et al. (2015) noted that leadership skills can be taught, learned, and applied.

Adolescent Leadership Development

While research regarding the effectiveness of leadership development workshops is far from new, one aspect that requires more careful examination is the design of leadership development programs focused solely on adolescents (Kagay et al., 2015). Whether through enrolling in leadership programs, participating in leadership-focused organizations, or engaging in extracurricular activities that improve leadership skills, there is no shortage of leadership development opportunities for adolescents (Cletzer et al., 2021; Seemiller, 2018). High school leadership opportunities have increased substantially as the emphasis of leadership skills in

postsecondary education and the work force has also increased (Rehm, 2014). Training tomorrow's leaders has been and continues to be a priority of educational organizations; however, adolescent leadership development lacks research that can be easily applied to practitioners (Rehm, 2014). Providing instructor training focused on the specific skills needed to teach and sharpen leadership skills in students could potentially assist with increasing the leadership capacity of the participating students (Rosch et al., 2015).

Additionally, although numerous adolescent leadership development programs are in existence, they lack a shared leadership development model (Cletzer et al., 2021; Cletzer & Kaufman, 2020; Rehm, 2014). Research into adolescent leadership programs has been primarily from an adult perspective, and only a few have actually considered the perceptions of the adolescents themselves (Whitehead, 2009). Studying and understanding the youth perceptions of leadership development is vital to ensuring that these programs are creating effective leaders (Hastings & McElravy, 2020). In a study of 4-H members (Stafford et al., 2003a; Stafford et al., 2003b) found that students who reflected immediately upon a leadership service activity enhanced their personal leadership skills more than those who did not reflect. This was echoed by McKibben et al. (2024), who found that students of agriculture who reflected upon a service-learning experience increased their self-efficacy and began to view themselves from an expert lens more readily.

Leadership Transfer

The examination of our current adolescent leadership development programs needs to be addressed as the retirement of the aging workforce will result in a significant transfer of leadership positions to the younger generation. Currently, 55% of the management positions in the United States workforce are held by individuals 45 years old or older (U.S. Bureau of Labor

Statistics, 2021). This data shows that over half of the leadership positions in our labor force will likely be handed down to the younger generation within the next 20 years (Hastings & McElravy, 2020). According to the 2017 report by the United States Senate's Special Committee on Aging, approximately one quarter of the labor force will consist of aging workers 55 years old or older, even as soon as 2026 (Special Committee on Aging, 2017). With such a significant number of aging workers, a substantial transfer of leadership will result upon their departure from the workforce.

This leadership transfer calls for an in-depth examination of the skills, traits, and behaviors of our youth leaders in an effort to further improve our adolescent leadership training programs (Hastings & McElravy, 2020). Although numerous youth leadership development programs exist, the absence of a uniform, theoretically grounded, adolescent leadership development model results in an inability to create holistic and well-rounded youth leadership programs (Seemiller, 2018). The leadership training, skills, and abilities that were adequate for the former generations of leaders may or may not be suitable as the future transfer of leadership occurs (Hastings & McElravy, 2020). Further research in this area will assist with determining what should be done to most efficiently and effectively prepare adolescents to successfully lead both our workforce and our society as a whole. We need to ensure that adolescents are being provided with adequate and well-rounded leadership training so they will be able to perform as tomorrow's leaders (Kagay et al., 2015). As society has changed, a different set of skills and attributes is needed among leaders (Seemiller, 2018).

Emotional Intelligence

While an in-depth examination of the entirety of leadership attributes and behaviors is outside the scope of this research study, one specific aspect that will be examined is emotional

intelligence. More specifically, the study will focus on the emotional intelligence and leadership behaviors of adolescents with experience serving in a leadership role as an officer in the National FFA Organization. If the adolescents' emotional intelligence is found to be statistically higher than the U.S. mean, then further examination should be conducted regarding the potential impact that emotional intelligence has on the adolescent ability to serve in an official leadership role among their peers. If a statistically significant impact is determined regarding the perceived emotional intelligence of adolescents and their ability to serve in an official leadership role among their peers, then implications for future research in the strengthening of this emotional intelligence might prove beneficial to the leadership transfer that is looming at society's door.

According to Reuven Bar-On, "Emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (2006, p. 14). Essentially, emotional intelligence consists of an individual's ability to manage and control their own emotions while recognizing and controlling the emotions of others. According to Goleman (1998a), emotional intelligence is comprised of five essential competencies: (1) self-awareness, (2) self-regulation, (3) motivation, (4) empathy, and (5) social skills. Although these competencies cannot be measured on a cognitive IQ test, emotional intelligence has nonetheless proven valuable to career success – especially regarding positions of leadership (Bharwaney et al., 2011).

With roots dating back to the early 1920s, emotional intelligence has been examined in academia for over a century. Thorndike was the first to research the construct under the belief that an individual's intelligence was not limited to strictly cognitive abilities (Bar-On, 2006; Petrides, 2011; Punia et al., 2015; Thorndike, 1920). Instead, Thorndike theorized that three

different types of intelligence exist: (1) social, (2) mechanical, and (3) abstract (Thorndike, 1920; Weis & Süß, 2007). Although it would later be renamed, this concept of social intelligence provided the foundation for what would later become the field of emotional intelligence.

Despite initial interest, the study of emotional intelligence essentially went dormant by the 1960s. In 1975, Gardner's Theory of Multiple Intelligences brought the concept of additional means of intelligence back into the academic research community. Gardner concluded that an individual is comprised of additional means of intelligence beyond cognitive IQ. Among these additional intelligence styles, Gardner included both interpersonal intelligence and intrapersonal intelligence, which appeared to be an expansion of Thorndike's social intelligence construct (Punia et al., 2015).

Gardner's reintroduction of additional intelligences spared the interest of numerous other influential researchers. Mayer and Salovey became the first to publish the phrase "emotional intelligence" in a published study while also being the first to publish research on the construct in peer-reviewed, psychological journals (Kellett et al., 2002; Punia et al., 2015). Daniel Goleman published a seminal book titled *Emotional Intelligence* that furthered the work of Mayer and Salovey and ignited interest in the construct (Bar-On, 2006; Bharwaney et al., 2011; Gibbs, 1995; Kaoun, 2019; Kellett et al., 2002; Punia et al., 2015). Reuven Bar-On, another prominent researcher, then began his contribution to the field; however, Bar-On preferred the term "emotional-social intelligence" due to the heavily social aspect of the intelligence and the combination of intrapersonal and interpersonal skills and competencies involved (Bar-On, 2006; Bharwaney et al., 2011).

According to Bar-On, emotional-social intelligence consists of five primary dimensions: (1) Interpersonal, (2) Intrapersonal, (3) Stress Management, (4) Adaptability, and (5) General

Mood (Bar-On & Parker, 2000). Each of these dimensions contains subcomponents of skills and abilities that are related to the respective dimension (Bar-On & Parker, 2000). These dimensions will be discussed in further detail in the literature review.

Emotional Intelligence in Leadership

As the field of emotional intelligence has grown to attract numerous researchers over the years, the literature has been dominated by the contention that a connection exists between an individual's emotional intelligence and their ability to effectively lead and influence others (Argabright et al, 2013; Avolio & Bass, 2004; Barling et al., 2000; Bar-On, 2006; Bharwaney et al., 2011; Boyatzis et al., 2013; Cavallo & Brienza, 2002; Charbonneau & Nicol, 2002; Downey et al., 2006; Duncan et al., 2017; Goleman, 1998a; Hastings & McElravy, 2020; Humphrey, 2002; McElravy & Hastings, 2014; Kaoun, 2019; Mills, 2009; Rosete & Ciarrochi, 2005; Watkins et al., 2017; Wolff et al., 2002). The focus of this work has been primarily on the connection of emotional intelligence to leadership among college students and career adults (Charbonneau & Nicol, 2002). With the substantial transfer of leadership looming at society's door in the near future, an examination of this connection among the adolescent population is also needed.

Statement of the Problem

While numerous studies have illustrated the role of emotional intelligence in leadership of administrators, career adults, and college students, minimal research has been identified that specifically observes the impact of emotional intelligence on the leadership ability of students at the secondary level of education. In preparation for the upcoming leadership transfer, research in this area is needed to explore connections between an adolescent's emotional intelligence and their leadership ability.

This study focuses on the impact of emotional intelligence on the perceived leadership ability of middle and high school students serving as FFA officers. The student participants in the study were enrolled in agricultural education classes across the state of Alabama during the 2023-2024 academic school year and were active members of the National FFA Organization. Student members of the National FFA Organization were selected to participate in the study due to the multitude of leadership development and personal growth opportunities afforded through the organization (National FFA Organization, 2024d).

Purpose of the Study

The intent of this quantitative study is to examine the emotional intelligence of students serving as FFA officers across the state of Alabama during the 2023-2024 school year. This study attempts to assist with informing the manner in which future adolescent leadership and career development workshops are conducted.

Justification for the Study

The American Association for Agricultural Education (AAAE) is a professional organization for individuals interested in "communications, education, engagement, and leadership development in the context of agriculture, food, and natural resources" (AAAE, 2023). To aid in accomplishing this goal, the AAAE develops the AAAE Research Values document. This document is an outline that serves as a guide for research efforts relating to the Agriculture, Food, and Natural Resources (AFNR) systems.

Recently updated in 2023, one of the nine AAAE Research Values is directly related to this study – Nurturing Positive Youth Development through AFNR systems. According to the AAAE, AFNR systems allow youth opportunities for positive experiences, and further research

could determine how impactful these experiences are (2023). The alignment with these AAAE Research Values serves as additional justification for this study to be conducted.

Research Objectives

The following research objectives were used to guide this study:

1.) Describe Alabama FFA officers' self-perceptions of their leadership behaviors.

2.) Determine if Alabama FFA officers' self-perceptions of leadership behaviors differ from national averages.

3.) Describe the Alabama FFA officers' emotional intelligence.

4.) Determine if Alabama FFA officers' emotional intelligence scores differ from national averages.

5.) Determine if emotional intelligence differs among FFA officers serving in higher leadership roles.

Theoretical Framework

The theoretical framework that guides this study is the Transformational Leadership Theory. Transformational leadership has remained one of the most popular leadership approaches since its introduction (Northouse, 2019). This framework was selected based on existing research that shows a connection between transformational leadership and emotional intelligence (Augusty & Mathew, 2020; Barling et al., 2000; Duncan et al., 2017; Kumar, 2014; Mills, 2009).

Limitations

Participation in this study is limited to students in Alabama that were actively serving as FFA officers at either the chapter, district, or state levels in the 2023-2024 school year. Due to these limitations, the results cannot be generalized to a larger audience.

Statement of Researcher Bias

As a former school-based agricultural education teacher and FFA advisor, as well as a former FFA officer, an implicit bias exists regarding leadership qualities and competencies that are afforded through active participation in the National FFA Organization. Based on both personal experiences as a former FFA member and professional experience as an agricultural educator, it is my belief that emotional intelligence plays a critical role in an individual's ability to lead, even among our youth. This belief has been derived from my personal experiences with leadership development throughout both secondary and postsecondary education. As a former agricultural educator, I observed on a daily basis an indication of emotional intelligence and its role in a student's ability to effectively lead a group of peers. This research was conducted in an effort to determine if this role is significant or just another variable in the ongoing study of leadership in its entirety.

Assumptions

This study assumed that the agricultural education teacher at each selected school distributed the surveys to their students without directing or influencing any of their answer choices. It was also assumed that the students completed the surveys honestly, individually, and without any influence of their peers directing their answer choices.

Definition of Terms

> **Abstract Intelligence** – "the ability to understand and manage ideas and symbols, such as words, numbers, chemical or physical formulae, legal decisions scientific laws and principles, and the like" (Thorndike, 1920, p. 228).
>
> **Adaptability** – "change management" (Bharwaney et al., 2011, p. 5).

Agricultural Education – "systematic instruction in agriculture and natural resources at the elementary, middle school, secondary, postsecondary, or adult levels for the purpose of (1) preparing people for entry or advancement in agricultural occupations and professions, (2) job creation and entrepreneurship, and (3) agricultural literacy" (Phipps et al., 2008, p. 527).

Agriculture Teacher – "an educator who has responsibility for teaching agriculture and natural resources courses/curricula in schools and community colleges" (Phipps et al., 2008, p. 527).

Assertiveness – "the ability to express feelings, beliefs, and thoughts" (Bar-On & Parker, 2000, p.33).

Career and Technical Student Organization – "organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program" (Gordon, 2007, p. 363).

Contingent Reward – "involves the leader assigning or obtaining follower agreement on what needs to be done with promised or actual rewards offered in exchange for satisfactorily carrying out the assignment" (Bass & Riggio, 2006, p. 8).

Emotional Intelligence – "the set of abilities (verbal and non-verbal) that enable a person to generate, recognize, express, understand, an evaluate their own and others' emotions in order to guide thinking and action that successfully cope with environmental demands and pressures" (Van Rooy & Viswesvaran, 2004, p. 72).

Emotional-Social Intelligence – "a cross-section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively we understand and

express ourselves, understand others and relate with them, and cope with daily demands"
(Bar-On, 2006, p. 14).

Emotional Self-Awareness – "the ability to recognize and understand one's feelings"
(Bar-On & Parker, 2000, p.33).

Empathy – "the ability to be aware of, to understand, and to appreciate the feelings of
others" (Bar-On & Parker, 2000, p.33).

FFA – "an integral component of agricultural education in the public schools that focuses
on student leadership and career development" (Phipps et al., 2008, p. 527).

Flexibility – "the ability to adjust one's emotions, thoughts, and behavior to changing
situations and conditions" (Bar-On & Parker, 2000, p.34).

General Mood – "self motivation" (Bharwaney et al., 2011, p. 5).

Happiness – "the ability to feel satisfied with one's life, to enjoy oneself and others, and
to have fun" (Bar-On & Parker, 2000, p.34).

Idealized Influence – "transformational leaders behave in ways that allow them to serve
as role models for their followers" (Bass & Riggio, 2006, p. 6).

Impulse Control – "the ability to resist or delay an impulse and to control one's
emotions" (Bar-On & Parker, 2000, p.34).

Independence – "the ability to be self-directed and self-controlled in one's thinking and
actions and to be free of emotional dependency" (Bar-On & Parker, 2000, p.33).

Individualized Consideration – "transformational leaders pay special attention to each
individual follower's needs for achievement and growth by acting as a coach or mentor"
(Bass & Riggio, 2006, p. 7).

Inspirational Motivation – "transformational leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work" (Bass & Riggio, 2006, p. 6).

Intellectual Stimulation – "transformational leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways" (Bass & Riggio, 2006, p. 7).

Intelligence – "the ability to respond successfully to new situations and the capacity to learn from past experiences" (Ricketts & Ricketts, 2010, p. 629).

Interpersonal Intelligence – "the ability to relate to, understand, appreciate, and get along with other people" (Ricketts & Ricketts, 2010, p. 629) Also "social awareness and interpersonal relationship" (Bharwaney et al., 2011, p. 5).

Interpersonal Relationship – "the ability to establish and maintain mutually satisfying relationships that are characterized by emotional closeness" (Bar-On & Parker, 2000, p.33).

Intrapersonal Intelligence – "the ability to understand ourselves, be sensitive to our own values, and know who we are and how we fit into the greater scheme of the universe" (Ricketts & Ricketts, 2010, p. 629). Also "self-awareness and self-expression" (Bharwaney et al., 2011, p. 5).

Laissez-Faire Leadership – "the avoidance or absence of leadership" (Bass & Riggio, 2006, p. 8).

Leadership - "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl, 2013, p.7).

Management-by-Exception: Active – "the leader arranges to actively monitor deviances from standards, mistakes, and errors in the follower's assignments and to take corrective action as necessary" (Bass & Riggio, 2006, p. 8).

Management-by-Exception: Passive– "implies waiting passively for deviances, mistakes, and errors to occur and then taking corrective action" (Bass & Riggio, 2006, p. 8).

Mechanical Intelligence – "the ability to learn to understand and manage things and mechanisms such as a knife, gun, mowing-machine, automobile, boat, lathe, piece of land, river, or storm" (Thorndike, 1920, p. 228).

Motivation – "a passion to work for reasons that go beyond money or status; a propensity to pursue goals with energy and persistence" (Goleman, 1998a).

National Chapter Award – program that "is designed to recognize FFA chapters that actively implement the mission and strategies of the organization. These chapters improve chapter operations using the National Quality Chapter Standards (NQCS) and a Program of Activities (POA) that emphasize growing leaders, building communities and strengthening agriculture. Chapters are rewarded for providing educational experiences for the entire membership" (National FFA Organization, 2024a).

National Quality Chapter Standards – emphasizing student, chapter, and community development, these standards are "designed to facilitate the fulfillment of the mission and strategies of the organization in each community using a systematic approach (Texas FFA Association, n.d.).

Optimism – "the ability to look on the brighter side of life and to maintain a positive attitude even in the face of adversity" (Bar-On & Parker, 2000, p.34).

Problem Solving – "the ability to identify and define problems as well as to generate and implement potentially effective solutions" (Bar-On & Parker, 2000, p.34).

Program of Activities – "defines chapter goals and outlines steps needed to meet those goals; acts as a written guide to provide administrators, advisory committees, alumni and others with a calendar of events the chapter will follow in the year ahead" (National FFA Organization, 2024b).

Reality Testing – "the ability to validate one's emotions" (Bar-On & Parker, 2000, p.34).

Self-Actualization – "the ability to recognize one's potential capacities" (Bar-On & Parker, 2000, p.33).

Self-Awareness – "the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others" (Goleman, 1998a).

Self-Regard – "the ability to accurately appraise oneself" (Bar-On & Parker, 2000, p.33).

Self-Regulation – "the ability to control or redirect disruptive impulses or moods; the propensity to suspend judgement - to think before acting" (Goleman, 1998a).

Social Intelligence – "the ability to understand and manage men and women, boys and girls – to act wisely in human relations" (Thorndike, 1920, p. 228).

Social Responsibility – "the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one's social group" (Bar-On & Parker, 2000, p.33).

Social Skills – "proficiency in managing relationships and building networks; an ability to find common ground and build rapport" (Goleman, 1998a).

Stress Management – "emotional management and control" (Bharwaney et al., 2011, p. 5).

Stress Tolerance – "the ability to withstand adverse events and stressful situations without falling apart by actively and positively coping with stress" (Bar-On & Parker, 2000, p.34).

Transactional Leadership – "leaders approach followers with an eye to exchanging one thing for another" (Burns, 1978, p. 4).

Transformational Leadership – "those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity" (Bass & Riggio, 2006, p. 4).

Transforming Leadership – "a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Burns, 1978, p. 4).

Transforming Leader – "looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower" (Burn, 1978, p. 4).

Vocational Education (In Agriculture) – "the systematic instruction in agriculture at the secondary, postsecondary, or adult level for the purpose of preparing persons for initial entry or reentry into agricultural occupations; it is known today as career and technical education" (Phipps et al., 2008, p. 538)

<center>**Chapter II**</center>

<center>**Review of Literature**</center>

The purpose of this literature review is to provide a detailed overview of the three primary themes encompassing the focus of this research study: the National FFA Organization, the leadership construct, and the emotional intelligence construct. It is the hope of the researcher that this review will assist with providing the reader with a more clear and concise understanding of the topics while also paying adequate homage to the many researchers who have contributed to these fields to create the literature in existence today.

<center>**National FFA Organization**</center>

History of the Future Farmers of America

The Future Farmers of America, more commonly referred to as the FFA, is the youth leadership organization that is associated with agricultural education classes at the secondary level of education (Talbert et al., 2022). As the nation's largest student-led organization, it is comprised of 1,027,273 members stemming from 9,235 chapters across the United States, Puerto Rico, and the Virgin Islands (National FFA Organization, 2024c). All middle and high school students that are enrolled in these classes have the opportunity to become a part of the organization as it is considered to be an intracurricular component of every agricultural education class (Phipps et al., 2008; Talbert et al., 2022).

In 1928, the Future Farmers of America was founded in Kansas City, Missouri in conjunction with the National Congress of Vocational Agriculture Students and the

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American Royal Livestock Show (Phipps et al., 2008; Talbert et al., 2022). A delegation of 33 students comprised the membership at the inaugural meeting for the organization, in which the constitution and bylaws were formally adopted and the first national officer team was elected (Talbert et al., 2022). Virginia Polytechnic Institute professor, Henry Groseclose, is considered to be the "Father of the FFA" due to his extensive involvement in the organization's founding (Talbert et al., 2022).

At the time of its establishment, membership in the FFA organization was open exclusively to Caucasian males that were enrolled in Vocational Education classes (Gordon, 2007; Talbert et al., 2022). This exclusive membership remained until 1965, after which African American males were also permitted to join the organization (Gordon, 2007; Talbert et al., 2022). It was not until 1969, 41 years after its founding, that the FFA officially opened membership to the female students enrolled in secondary Vocational Education classes (Gordon, 2007; Talbert et al., 2022). This milestone not only allowed females to join the organization, but also gave them the ability to both participate in the competitions and hold leadership positions alongside their male counterparts (Talbert et al., 2022). This officially opened membership to all students, regardless of race, ethnicity, or gender.

FFA Leadership Development Opportunities

The National FFA Organization is rooted in and considered to be an intracurricular component of every secondary agricultural education program with the primary purpose of leadership development (Rosch et al., 2015; Talbert et al., 2022). The organization's mission statement centers around positively impacting students' lives through leadership development, personal growth opportunities, and establishing skills for career success (National FFA Organization, 2024d).

Since its establishment in 1928, the National FFA Organization has positively impacted millions of students and their professional, emotional, and social development through FFA experiences (Talbert et al., 2022). With leadership, personal growth, and career development at the helm of the foundational mission of the organization, these values are manifested through many aspects of membership (Talbert et al., 2022). FFA members across the nation are encouraged to reach their maximum potential through opportunities to serve in leadership positions, attend workshops focused on leadership development and personal growth, participate in community development programs, and compete in numerous contests designed around the mission of improving their leadership abilities and preparing them for success in their future careers (Rose et al., 2016; Talbert et al., 2022).

In an effort to examine gains of the leadership capacity of FFA members, Rosch et al. determined that FFA members who were moderately active in FFA showed moderate gains in transformational leadership characteristics by the end of the academic year (2015). It was also determined that the structure of the organization likely lends to high levels of transactional leadership skill development (Rosch et al., 2015). FFA members have the opportunity to engage in leadership development and personal growth activities at the local chapter, through the state association, or at the national level (National FFA Organization, 2024e; Talbert et al., 2022). Regardless of which level these leadership development activities occur, Rosch et al. concluded that the leadership development opportunities afforded to FFA members are unparalleled and unmatched at the secondary level of education (2015).

FFA Officers

One of the leadership development experiences offered to FFA members is for the students to serve in an official leadership role, known as an officer position (National FFA Organization, 2024e). While regular involvement in the FFA has been linked to increased leadership development (Kagay et al., 2015; Mullins & Weeks, 2006), research shows that students who serve in official officer positions are more positively impacted regarding their leadership self-perceptions (Mullins & Weeks, 2006) and are more likely to become involved in agriculture, specifically agricultural education, as a career (McKibben et al., 2022a; McKibben et al., 2022b). In the state of Alabama, there are three levels in which a student can serve as an officer – at their local chapter, in their respective district, or at the state level (Alabama FFA Association, 2023). There is a National Officer team as well; however, the purpose of this study will focus solely on Alabama FFA members with officers currently serving at the local, district, and/or state levels.

The process for electing officers varies depending upon the level in which the officer will serve (Alabama FFA Association, 2020). At the chapter level, the officer selection process is dependent upon the discretion and preference of the agriscience teacher; however, both the district and state officers are selected based on an organized application and interview process (Alabama FFA Association, 2020). The individuals selected to serve in officer positions form together in what will hereafter be referred to as the FFA officer team. Regardless of level and how the officers are selected, the officer team typically consists of a student serving as President, Vice President, Secretary, Treasurer, Reporter, and Sentinel (Alabama FFA Association, 2020; National FFA Organization, 2023). Serving in an official leadership role as an officer affords an excellent opportunity for students to sharpen their leadership skills while in a practical, real-world situation of managing both an organization and the individuals that comprise it - thus

fulfilling the organization's mission statement of developing premier leaders, encouraging

personal growth, and preparing students for successful careers (National FFA Organization,

2024d).

Leadership

Origin of Leadership Study

According to James MacGregor Burns (1978/1995), "Leadership is one of the most

observed and least understood phenomena on earth" (p. 9). The term "leadership" itself invokes

thoughts of brave individuals in command of large military operations, corporate CEOs of global

enterprises, and those in political positions tasked with presiding over nations (Yukl & Gardner,

2020). Cunning and brave individuals such as these can be found at the focal point of present-

day movies and books all the way back to historical myths and legends (Yukl & Gardner, 2020).

While these exploits likely come to mind more readily, leadership can also be found in our daily

lives as we witness the actions of military, law enforcement, firefighters, medical personnel,

teachers, and countless others who impact society on a daily basis. From the heroic to the

everyday, the vast diversity of leaders and the capacity in which they lead raises resounding

questions regarding how these leaders emerge, how their actions are determined, and how some

remain so effective (Yukl & Gardner, 2020). This mystery that surrounds leadership likely

attributes to the fascination of the subject (Yukl & Gardner, 2020).

Leaders have existed since the beginning of human society (Goethals et al., 2004). The

most formidable hunters led the small bands of hunters and gatherers, and as society further

developed, leadership became based on heredity and/or advanced communication skills

(Goethals et al., 2004). The characteristics, skills, and/or behaviors necessary of leaders have

adapted over time (Goethals et al., 2004); however, the keen interest in leaders and leadership has always remained (Goethals et al., 2004).

As society continued to develop, scholars and philosophers arose in distant parts of the world that began the formal study of leaders and the concept of leadership (Goethals et al., 2004). Confucious wrote about his personal philosophy of leadership in ancient China (Goethals et al., 2004). In classical Greece, Plato outlined his personal philosophy of leadership when he discussed the characteristics and traits of the ruler of the state in his famous dialogue, *The Republic* (Roupnel et al., 2019). Plato and colleagues also founded a leadership school in Greece (Goethals et al., 2004). As the ideology of leaders and leadership continued to grow, more began to research the concept, thus resulting in the study of leadership experiencing rapid growth and an increased interest among scholars (Goethals et al., 2004).

In the 1300s, the word "leader" first emerged in the English language (Goethals et al., 2004). Five centuries later the term "leadership" first made an appearance (Goethals et al., 2004). Psychologists and historians initially focused their studies on individual leaders; however, in the beginning of the twentieth century, the study of systematic leadership emerged in the United States (Goethals et al., 2004).

As scholarly interest in the subject has continually increased, leadership studies have experienced rapid growth (Goethals et al., 2004). Leadership is now recognized as an interdisciplinary field with research implications in the fields of education, psychology, military science, philosophy, political science, agriculture, sociology, biology, public administration, history, management, medicine, community studies, anthropology, and law (Goethals et al., 2004). While the characteristics, behaviors, and skills necessary for leadership have evolved over

time, the need for effective leadership and quality leaders to fill these leadership roles has never faltered.

Leadership Defined

Leadership has been a topic of inquiry for centuries, but despite years of research, a singular definition of leadership is still yet to be coined (Leithwood et al., 1999; Kagay et al., 2015). More than 350 definitions of leadership have emerged over the past 75 years of research regarding the topic (Ricketts & Ricketts, 2010). The various styles, behaviors, and characteristics that occur within the construct of leadership attribute to the multitude of working definitions. Gary Yukl's definition of leadership will be utilized in this study. Yukl defines leadership as, "The process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (2013, p.7).

Leadership Theories

Numerous theories have emerged in leadership literature over the course of time (Goethals et al., 2004). Inquiry into the leadership construct yields a vast range of theories and ideology regarding what characteristics, traits, and/or behaviors constitute an effective leader (Goethals et al., 2004). While not all leadership theories have been included, a condensed summary of the primary theories dominating leadership study from beginning to contemporary will be discussed below. The theories provided serve as an introduction to the evolution of leadership theory and show how the concept of leadership has transformed over time.

Great Man Theory

The Great Man Leadership Theory was developed in 1840 by Thomas Carlyle and publicized in his book, *On Heroes, Hero-Worship, and the Heroic in History* (Augusty &

Mathew, 2020). As discussed in "Evolution of Leadership Theory," this theory served as the first attempt at understanding the process of leadership (King, 1990). This was also the very first formal theory of leadership to exist (King, 1990).

The primary focus of the Great Man Theory was the behaviors and traits of the individuals of the period who were considered to be strong and effective leaders (Goethals et al., 2004). The thought was that if another individual possessed the specific personality and traits, they would be a strong leader. It was assumed that individuals were naturally born with the capacity to lead, as opposed to developed into leaders, and that leadership was primarily for males with typically heroic traits, qualities, and/or abilities (Dinibutun, 2020; Glynn & DeJordy, 2010). According to Carlyle, leaders are God-sent and only the few individuals who are born with the right qualities are able to lead if it is in accordance with their destiny (Augusty & Mathew, 2020).

This ideology proved to be difficult to accept due to both the wide-ranging motivations of effective leaders and the near impossibility of duplicating these personalities among other individuals aspiring to be leaders (King, 1990). It proved to be challenging to explain why some individuals that did possess the desired leadership attributes and behaviors did not emerge as leaders in other situations (Glynn & DeJordy, 2010; Goethals et al., 2004). Ultimately, many philosophers would criticize this theory because it labeled leadership as solely belonging to a niche group of individuals that could only be joined if born into it (Augusty & Mathew, 2020).

Trait Theory

The Trait Leadership Theory was prevalent in the field of leadership research from the early 1930s to the late 1940s (Goethals et al., 2004). Trait Theory was similar to the Great Man Theory in that leaders must possess certain traits, personalities, skills, values, motives, and/or behaviors in order to lead (King, 1990; Yukl & Gardner, 2020). The primary difference between

the two theories was that trait theorists did not believe that leadership was an innate destiny limited only to specific individuals who had been born into a pre-conceived niche group (King, 1990). Trait theorists resolved that leadership traits could be developed and sharpened (King, 1990).

Similar to the Great Man Theory, challenges arose with Trait Theory as empirical research discovered that no singular list of traits, skills, and/or characteristics could be compiled that associated with each and every leader (Goethals et al., 2004; King, 1990; Yukl and Gardner, 2020). Additionally, it was also discovered that, just because an individual possessed some of the traits and skills that had been associated with successful leadership, it did not guarantee that individual would be an effective leader (Dinibutun, 2020). Essentially, not every leader shared the same traits and skills, and even the more statistically common leadership traits did not always translate across various situations and leadership positions (Cletzer & Kaufman, 2020; Goethals et al., 2004). The leadership traits that may make one individual an effective leader in one situation did not necessarily mean they would be effective in other situations (Goethals et al., 2004; Northouse, 2021). These inconsistencies contributed to the need for further examination and the development of theories that were more universal across a variety of situations.

Behavioral Theory

The Behavioral Leadership Theory was a new perspective of leadership that emerged in the late 1940s (Northouse, 2021). Behavioral theorists believed that leadership was based on the behaviors and actions of the leader as opposed to their personality and traits (Dinibutun, 2020; King, 1990; Roupnel et al., 2019). It was believed that leadership could be learned through both observation and teaching, and research was focused on the measurable behaviors of effective leaders when interacting with their subordinates (Dinibutun, 2020; Goethals et al., 2004).

Research consistently showed that both a strong focus on task orientation and the relationships between leaders and their followers played a statistically significant role in effective leadership (Goethals et al., 2004). Although more consistent data was produced, the behavioral approach still did not explain why some leaders are successful in certain situations while the same leaders are ineffective in other situations (Goethals et al., 2004). This question remained prevalent and would lead to further investigation into the numerous variables affecting effective leaders and successful leadership (Goethals et al., 2004).

Contingency Theory

By the latter half of the twentieth century, the focus of leadership studies shifted from the behavioral era of leadership theory into the contingency era (Goethals et al., 2004). This transition is considered to be a significant advancement in the progression of leadership theory (King, 1990). Fiedler developed the Contingency Theory of Leadership in 1964, which determined that leaders should either lead in an environment that is suited to their leadership style or should be trained to change the environment to match their style (King, 1990). This theory also dictated that leadership styles were either predominantly task-oriented or relationship-oriented (Dinibutun, 2020; Glynn & DeJordy, 2010).

Contingency Theory no longer considered leadership universally based on traits or behaviors and stated that the effective leadership style is contingent on the environment, with leaders leading only in environments that align with their personal style of leadership (Augusty & Mathew, 2020; Cletzer & Kaufman, 2018; Glynn & DeJordy, 2010; Roupnel et al., 2019). Unlike the unidimensional focus of both the trait and behavior theories, Contingency Theory was multidimensional in that it believed that leadership effectiveness was an interaction between the

situation, a leader, and subordinates and was contingent on a combination of personality, situation, behavior, and/or influence (King, 1990).

Situational Theory

Hersey and Blanchard developed the Situational Leadership Theory in 1969, and it claims that leadership is situational in that different situations require different styles of leadership in order to be effective (Dinibutun, 2020; Goethals et al., 2004; Northouse, 2021). Situational Theory was similar to the Contingency Theory in that it considered both task orientation and the relationship between leaders and followers as variables, but it also included an added focus on the subordinates' maturity, readiness, willingness, and ability to follow the directives of the leader (Augusty & Mathew, 2020; Dinibutun, 2020; McCleskey, 2014).

As opposed to the rigidity of the Contingency Theory that required that leaders must either possess the right leadership style for the environment or change the environment to meet their style, Situational Theory required that leaders be able to adapt their leadership style to meet the needs of the situation at hand (Northouse, 2022). Situational theorists believe it is the combination of variables within each situation that determine the traits, behaviors, skills, and abilities that are needed to lead effectively (King, 1990).

Full Range Leadership Model

The Full Range Leadership Model was developed by Bass and Avolio with the intention of representing the complete spectrum of leadership styles ranging from the non-leadership style of laissez-faire leadership to the organization-altering transformational leadership (Bass & Bass, 2008; Kirkbride, 2006). The three different styles of leadership comprising the Full Range Leadership Model will be discussed in detail below. It should be noted that each leader displays varying amounts of each style (Avolio & Bass, 2002; Bass & Riggio, 2006).

The Multifactor Leadership Questionnaire, hereafter referred as the MLQ, measures all three of these leadership styles (Avolio & Bass, 2002; Bass & Riggio, 2006). Additionally, each of the sub-factors associated with transactional leadership (management-by-exception: passive, management-by-exception: active, and contingent reward) and the sub-factors associated with transformational leadership (idealized influence – attributed, idealized influence - behavior, inspirational motivation, intellectual stimulation, and individualized consideration) are also measured by the MLQ (Bass & Riggio, 2006). This assessment is acclaimed as the most widely acknowledged measurement of transformational leadership (Bass & Riggio, 2006), and it will be further discussed in the following chapter.

Laissez-Faire Leadership

Laissez-faire leadership is, essentially, the absence of any attempt at leadership (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019). This is both the most ineffective and least satisfying method of leadership (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006). This avoidance of leadership results in delayed actions, failure to make necessary decisions, ignored responsibilities, and unused authority (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019).

Transactional Leadership

By the 1970s, Transactional Leadership Theory began the establishment of the next era of leadership theory (Augusty & Mathew, 2020). This theory represents one of the initial modern, or contemporary, theories of leadership study. James MacGregor Burns, a pioneer in the field of leadership study and renowned leadership expert, conceptualized that basic leadership exists as a dichotomy of being transactional or transformational (Bass & Riggio, 2006; Goethals et al., 2004; Northouse, 2019; Northouse, 2022).

Transactional leadership examines the reciprocal influence between a leader and follower and explores the role differentiation and social interaction involved in leadership (King, 1990). This theory views the relationship and exchanges between a leader and subordinates as merely a series of transactions consisting of rewards and punishments that are designed to benefit both the leader and follower (Augusty & Mathew, 2020; Dinibutun, 2020; McCleskey, 2014). Essentially, Burns defined transactional leadership as "exchanging one thing for another" (1978, p. 4). This primary focus on the exchange between the leader and followers can be found in the majority of the leadership models (Northouse, 2019; Northouse, 2022).

Ultimately, transactional leadership requires followers to either agree with, or at least comply with, the requests of the leader with the purpose of receiving awards, praise, and/or resources in an effort to avoid disciplinary action (Bass et al., 2003). The needs and desires of the followers are satisfied simply as a means of exchange for the performance of specified duties and/or responsibilities (Dinibutun, 2020). Leaders utilize either contingent rewards or negative feedback to influence their followers and gain their commitment to perform according to their desire (Dinibutun, 2020; McCleskey, 2014). One of the primary challenges of the transactional leadership method is that it requires the leader to constantly monitor for any deviances to the desired result and then requires corrective action whenever any discrepancies occur (Bass et al., 2003).

Leaders that adopt the transactional method focus solely on follower compliance and task completion while maintaining the day-to-day business operations and meeting organizational objectives (Dinibutun, 2020). The establishment of relationships between leader and followers is of little importance beyond what is necessary for the continuance of the organizational goals. The goal of transactional leadership is not to initiate change but rather to maintain organizational

stability (Dinibutun, 2020). The transactional leader accomplishes this through either management-by-exception: passive, management-by-exception: active, or contingent reward (Avolio & Bass, 2002; Bass & Riggio, 2006).

Management-by-exception: passive involves the leader passively waiting for errors or deviances to happen (Avolio & Bass, 2002; Bass & Riggio, 2006). The transactional leader adopting this leadership style takes action only after the situation has occurred (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019). This method is more effective than the laissez-faire style of leadership; however, it is less effective than the remaining leadership styles (Bass & Riggio, 2006; Northouse, 2019).

Management-by-exception: active involves the leader actively checking for any deviances or errors (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019). If any deviances exist, the leader corrects the situation as necessary (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019). This method of leadership is more effective than management-by-exception: passive; however, it is not as effective as contingent reward or the components of transformational leadership (Bass, 1999; Bass & Riggio, 2006; Northouse, 2019).

Contingent reward leadership exists when the leader exchanges rewards for action (Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019). The leader assigns and the follower agrees to a task, and then rewards are exchanged upon satisfactory completion of the task (Avolio & Bass, 2002; Bass & Riggio, 2006). Other than the components of transformational leadership, this contingent reward method of transactional leadership is the most effective style of leadership regarding achieving follower motivation and performance (Avolio & Bass, 2002; Bass, 1999; Bass & Riggio, 2006; Northouse, 2019). It has been argued that when leaders exhibit

transformational leadership qualities, employes have higher levels of satisfaction (Buford et al., 1995).

Transformational Leadership

The concept of transformational leadership was first mentioned by James Downton in 1973 (Avolio & Bass, 2004; Bass & Bass, 2008). Downton distinguished transformational leadership from the transactional approach in an attempt to illustrate the differences between ordinary and revolutionary leaders (Avolio & Bass, 2004). In 1978, accompanying his introduction to the transactional leadership concept, James MacGregor Burns' seminal work, *Leadership,* more publicly brought forth the concept of transforming leadership (Avolio & Bass, 2004; Bass & Bass, 2008; Bass & Riggio, 2006; Burns, 1978; Goethals et al., 2004; Northouse, 2019;). Burns made popular the transformational approach with the linkage between leadership and followership (Mullins & Weeks, 2006). According to Burns, transforming leadership consists of, "A relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents" (Burns, 1978, p. 4). The primary intention of this leadership style is the engagement between leader and followers in which both entities raise each other to higher morality, motivation, and maturity (Avolio & Bass, 2002; Avolio & Bass, 2004; Burns, 1978).

Burns' transforming leadership and House's charismatic leadership led to the development of the transformational leadership model by leadership researchers Bernard Bass and Bruce Avolio (Bass & Riggio, 2006). Despite Burns' earlier conceptualization that transactional and transformational leadership were opposite, Bass contended that these two differing styles of leadership could be related and that a leader could display aspects of both leadership styles (Bass, 1999). These developments by Bass and Avolio later evolved into the

aforementioned Full Range of Leadership Model, which claimed to be the full leadership spectrum ranging from laissez-faire to transactional to transformational leadership (Bass & Riggio, 2006). In addition to the development of the Full Range of Leadership Model, Bass and Avolio also developed the aforementioned MLQ as a method of measurement (Bass & Riggio, 2006).

Transformational leadership has remained one of the most popular leadership approaches since its introduction (Northouse, 2019). Both interest and research on the subject have increased exponentially since Burns introduced the concept (Bass & Riggio, 2006). This growth and continued popularity can be attributed to the concept's intentional emphasis on the followers' positive development, the empowering of followers by increasing their leadership capacity, appropriately challenging followers to enable them to become high performers, and the inclusion of an inspirational leader that can both motivate and lead in the complexity of today's organizational work force (Bass & Riggio, 2006). Transformational leadership improves the organization as a whole through the alignment of shared goals and objectives among the followers, leaders, groups, and organization (Bass & Riggio, 2006). Strong et al. (2013) noted that a defining characteristic of transformational leadership was that leaders could motivate employees and, in turn, employees could motivate leaders. It focuses on standards, long-term goals, values, ethics, and emotions (Northouse, 2019). The potential for transformational leadership is broad in that it can range from the transformation of a single follower to the influence of entire organizations or cultures (Northouse, 2019). Connections are established that increase morality among both leader and followers (Northouse, 2019). Simply put, it transforms people (Northouse, 2019). Although leaders and followers serve in different roles in

transformational leadership, their relationship is heavily emphasized and considered vital to the process of transformation (Northouse, 2019).

The transformational leader works to increase the leadership potential of their followers (Avolio & Bass, 2004; Bass & Riggio, 2006). This is accomplished through the leader empowering their followers and focusing on followers' personal development needs (Bass & Riggio, 2006). They assess the motives of their followers, work to fulfill followers' needs, and work to improve the whole being (Northouse, 2019). The transformational leader coaches, mentors, challenges, and supports the followers, thus increasing their leadership capacity (Avolio & Bass, 2002; Bass & Riggio, 2006). They raise expectations, thus allowing higher performance to be achieved (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Bass, 2008). Ultimately, the actions of the leader results in their followers turning into leaders themselves (Avolio & Bass, 2002).

The followers often react to the motivational aspect of transformational leadership by doing more than their original intentions and often more than was initially thought possible (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019). This also leads to followers setting increasingly difficult expectations for themselves, which in turn often results in increased performance and innovative problem solving (Bass & Riggio, 2006). The benefits to the followers result in both higher commitment and increased follower satisfaction (Bass & Riggio, 2006). While there are numerous benefits to the followers of transformational leaders, the most substantial effect is the attitude of the followers and their increased commitment and loyalty to the leader (Bass & Riggio, 2006).

Initial transformational leadership researchers focused primarily on the military; however, transformational leadership research now includes business, government, education,

health care, and nonprofit settings (Bass & Riggio, 2006). As the applied fields expanded, the locations also expanded from initially being primarily concentrated in the United States to reaching global applications (Bass & Riggio, 2006). Although initially career-oriented, the principles that can be derived from transformational leadership can be applied to numerous aspects of life – ranging from family to work, to classroom and sports, to social change issues (Bass & Riggio, 2006).

The 4 I's of Transformational Leadership

Transformational leadership consists of four components, which are known as the "4 I's of Transformational Leadership" (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Riggio, 2006; Northouse, 2019; Zacharatos et al., 2000). These components are (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Riggio, 2006; Northouse, 2019; Zacharatos et al., 2000). As mentioned above, the MLQ can measure each of these components (Bass & Riggio, 2006).

Idealized influence is interactional in nature and involves measurement of two primary aspects: the behavior of the leader (idealized influence – behaviors) and the followers' perceptions of the leader's attributes (idealized influence – attributed) (Bass & Riggio, 2006; Northouse, 2019). The former involves the leader behaving in a manner that enables the leader to serve their followers as a mentor and role model (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019). The leader puts the followers' needs above their own personal needs, and they demonstrate both moral conduct and high ethical standards (Avolio & Bass, 2002; Northouse, 2019). It has been shown that service tends to shift students towards a more in-depth understanding (McKibben et al., 2024). Idealized influence - attributed involves the followers

identifying with, trusting, respecting, developing strong feelings toward, and desiring to emulate their leaders (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Riggio, 2006; Northouse, 2019). Followers desire to identify with their leaders and the organizational mission, and as a result, the leaders hold a great deal of influence and power over them (Avolio & Bass, 2004). Both of these aspects of idealized influence are measured by the MLQ as distinct sub-factors (Bass & Riggio, 2006).

Inspirational motivation involves the leader's ability to inspire and motivate their followers (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019). The leaders invoke team spirit, display optimism and enthusiasm, and provide significance to the work of their followers (Avolio & Bass, 2002; Bass & Riggio, 2006). The leaders are committed to the shared goals, and they work to communicate clear expectations for their followers (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Riggio, 2006; Northouse, 2019).

Intellectual stimulation is the process in which the leaders focus on stimulating the efforts of their followers in a manner that encourages them to be both creative and innovative (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019). This includes encouraging the follower to question previously held assumptions, to re-evaluate known problems, and to re-envision how situations are approached (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Riggio, 2006). The leader does not publicly criticize the mistakes of the individual follower, and this allows the followers to form new ideas, attempt different approaches, and devise creative solutions to problems without the fear of public scrutiny (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006).

Individualized consideration requires the leader to focus on the individual needs of each follower, and these personalized interactions allow higher potential to be achieved (Avolio &

Bass, 2002; Avolio & Bass, 2004; Bass & Bass, 2008; Bass & Riggio, 2006). Recognizing and accepting the differences, needs, and desires of each individual results in a climate that is supportive and allows for the development of new opportunities to learn (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Bass, 2008; Bass & Riggio, 2006). The leader must listen effectively to the needs of the followers, and two-way communication between leader and follower is encouraged (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006). Task delegation aids in follower development, and the leader monitors these tasks only to assess the followers' progress and determine if additional support is needed (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006).

Psuedotransformational Leadership

While transformational leadership can positively improve individuals, alter entire organizations, and even impact whole societies, this style of leadership does not exist without concerns. Referred to as the "dark side of charisma," one of the primary concerns associated with transformational leadership is the leader who utilizes their inspirational leadership abilities for selfish, evil, and/or destructive purposes (Bass & Riggio, 2006). The actions of misguided leaders serve as an example for this dark side that results from a transformational leader who uses their inspirational abilities with ill intent (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019).

To differentiate between such leaders, Bass coined the term "pseudotransformational leadership" to describe leaders who are transformational in a negative aspect (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019). These leaders are power-oriented, exploitive, narcissistic, self-consumed, and lack morals (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019). This differentiation of categorizing such leaders as pseudotransformational

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helps alleviate any negative connotations that can be associated with leaders exhibiting authentic transformational leadership. Despite these potential negative connotations stemming from pseudotransformational leaders, substantial evidence exists that shows a significant correlation between authentic transformational leadership and leadership effectiveness (Bass & Riggio, 2006).

One aspect that can assist the followers with distinguishing between authentic transformational and pseudotransformational leadership is emotional intelligence (Dasborough & Ashkansay, 2002). The emotional intelligence of the followers influences their ability to perceive the leader's motives (Dasborough & Ashkansay, 2002). The literature is dominated by researchers who agree that a connection exists between an individual's emotional intelligence and their ability to effectively lead and influence others (Argabright et al., 2013; Avolio & Bass, 2004; Barling et al., 2000; Bar-On, 2006; Bharwaney et al., 2011; Boyatzis et al., 2013; Cavallo & Brienza, 2002; Charbonneau & Nicol, 2002; Downey et al., 2006; Duncan et al., 2017; Goleman, 1998a; Hastings & McElravy, 2020; Humphrey, 2002; McElravy & Hastings, 2014; Kaoun, 2019; Mills, 2009; Rosete & Ciarrochi, 2005; Watkins et al., 2017; Wolff et al., 2002). Furthermore, numerous research studies have indicated a connection between transformational leadership and emotional intelligence (Augusty & Mathew, 2020; Avolio & Bass, 2004; Kumar, 2014; Barling et al., 2000). As a result of this connection, Transformational Leadership Theory is utilized as the theoretical framework that guides this study. This connection between transformational leadership and emotional intelligence will be discussed in more detail toward the conclusion of this chapter.

Emotional Intelligence

Background and Origin

In 1905, the study of cognitive intelligence began when psychologists Alfred Binet and Theodore Simon developed the first instrument to measure intelligence (Siegler, 1992). The test, known as the Binet-Simon Intelligence Scale, was developed to assist with determining students who were in need of remedial studies (Omichinski et al., 2008; White, 2000). While the test would undergo multiple revisions, it provided the academic community with the first method to ascertain a quantifiable measurement of an individual's cognitive intelligence (Siegler, 1992). This measurement of cognitive intelligence became known as intelligence quotient, which is more commonly referenced as IQ.

Although further delving into the history and development of cognitive IQ assessments is beyond the scope of this research study, it should be noted that, even though he was famously known for developing a test that minimized intellect to a singular IQ score, even Binet recognized the diversity of intelligence and variances in mental functioning (Siegler, 1992). Despite not knowing exactly what the non-intellective factors were at the time, early theorists recognized the existence of these factors and their influence on intelligent behaviors (Bar-On, 2006). Ultimately, interest regarding these non-intellective factors would provide the foundation and assist with the development of the construct that would later become known as emotional intelligence (Kaufman & Kaufman, 2001). Although the concept of emotional intelligence would not emerge for over a decade later, the study of cognitive intelligence contributed to the field by showing that an individual's intelligence is quantifiable and can be determined with the appropriate instruments.

Edward Thorndike

The origin of the emotional intelligence construct can be traced back to 1920 when Edward Thorndike first coined and introduced the concept of social intelligence, also known as

social quotient (SQ), to the psychological literature (Bar-On, 2006; McCleskey, 2014; Petrides, 2011; Punia et al., 2015). Thorndike presented three different types of intelligence: (1) social, (2) mechanical, and (3) abstract (Punia et al., 2015; Thorndike & Stein, 1937; Wechsler, 1950). He deemed that social intelligence is unique from an individual's mechanical and abstract intelligence (Mayer & Salovey, 1993; Wechsler, 1950; Weis & Süß, 2007).

Thorndike (1920) defined social intelligence as, "The ability to understand and manage men and women, boys and girls – to act wisely in human relations" (p. 228). Essentially, social intelligence involved the management of social relationships, while abstract and mechanical intelligences were considered more in the realm of general intelligence as they were focused on the individual's ability to work with abstract symbols and manipulate physical objects (Punia et al., 2015; Thorndike & Stein, 1937; Wechsler, 1950). Although with time, the phrase "social intelligence" would later evolve into either "emotional intelligence" or "emotional-social intelligence," Thorndike's research served as the precursor and ultimately laid the foundational framework for the field.

Fred Moss and Thelma Hunt

After Edward Thorndike introduced social intelligence to the research community, other theorists joined in studying the new concept. In 1926, on behalf of the Department of Psychology at George Washington University, Fred Moss, Thelma Hunt, and associates created the George Washington University Social Intelligence Test in an attempt to quantifiably measure social intelligence (Hunt, 1928; Moss & Hunt, 1927; Thorndike & Stein, 1937). Although questions arose regarding the validity and reliability of the assessment (Thorndike & Stein, 1937), the research of Moss and Hunt contributed to the field by creating the first published social

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intelligence assessment and adding data to the relatively new realm of social intelligence research that Thorndike first introduced.

Edgar Doll

In 1935, Edgar Doll was credited with designing the first instrument to evaluate the socially intelligent behavior of young children (Bar-On, 2006). Doll's instrument, the Vineland Social Maturity Scale, was designed to measure social maturity, determine abnormal deficiencies and deviations in social skills, and provide a developmental scale for social competence from infancy to adulthood (Doll, 1935; Wechsler, 1950). It was considered to be an important effort at the time and demonstrated both a positive and significant correlation with criteria related to social adjustment (Wechsler, 1950). Doll believed the instrument could not only help the parents with their children but could also be used as a self-guidance tool for adolescents and adults to aid in personal development (Doll, 1935). Doll's assessment proved beneficial to the field of emotional intelligence as it further contributed to the knowledge base and understanding of what, at the time, was still a relatively new concept.

David Wechsler

By the 1940s, American psychologist David Wechsler began his contribution to the field of social intelligence. Wechsler did not purposefully write about or pursue research in the realm of social intelligence (Kaufman & Kaufman, 2001); however, his efforts and time spent researching general intelligence resulted in him becoming one of the most influential researchers of the social intelligence construct. Unlike most theorists of the time, Wechsler argued that intelligence was the manifestation of an individual's whole personality as opposed to reducing intelligence strictly to intellectual ability (Wechsler, 1950). Because of this, he disagreed with

traditional intelligence tests, as he believed they were incomplete and did not provide an adequate representation of an individual's true intelligence (Wechsler, 1950).

Wechsler advocated that factors other than cognitive intelligence affected intelligent behavior and were being measured in the intelligence tests of the time, and he originally referred to these additional factors as non-intellective factors of intelligence (Kaufman & Kaufman, 2001; Wechsler, 1943; Wechsler, 1950). Although Wechsler never specifically mentioned aspects of social intelligence in his work, he was confident that these non-intellective factors of intelligence were the cause of the significant amounts of unexplained variance in his research (Kaufman & Kaufman, 2001; Wechsler, 1950). As his research continued, he instead began referring to these non-intellective factors as the personality components of general intelligence (Wechsler, 1950). He noted that these personality traits and non-intellective factors influenced intelligent behavior, and he argued that knowledge of the intelligence construct in its entirety would not be comprehensive until these additional variables were understood (Bar-On, 2006; Wechsler, 1943; Wechsler, 1950).

Dormancy of Social Intelligence

Although multiple theorists researched the construct initially, interest in social intelligence essentially went dormant by the 1960's (Punia et al., 2015). Some opposition toward the construct arose, with one book even denouncing social intelligence as useless (Goleman, 1995). Despite both interest and research subsiding, the efforts of the initial researchers provided the foundational framework for what would eventually become the field of emotional intelligence.

Howard Gardner's Theory of Multiple Intelligences

In 1975, with his book *The Shattered Mind*, psychologist Howard Gardner reintroduced

and expanded Thorndike's earlier concept of additional means of intelligence that were

unrestricted to cognitive intellect (Punia et al., 2015). Instead of intelligence consisting of a

singular measure as dictated by a score on an IQ test, Gardner believed that multiple styles of

intelligence exist that influence our actions and behaviors– even beyond the social, abstract, and

mechanical that Thorndike first categorized (Gardner, 2008; Punia et al., 2015). Furthermore, he

also alleged that these multiple intelligence styles accounted for the variance of each individual's

intellectual abilities that exist beyond what is normally calculated on standardized tests of

intelligence (Gardner, 2011).

By 1983, Gardner proposed a multiple intelligence model, known as his Theory of

Multiple Intelligences (Gardner, 2008; Gardner, 2011). This model included seven different

types of intelligence: bodily-kinesthetic, spatial, musical, linguistic, logical-mathematical,

interpersonal, and intrapersonal (Gardner, 2008; Gardner, 2011; Punia et al., 2015). He would

later add naturalistic intelligence as well, increasing his list of multiple intelligences to eight in

all (Gardner, 2008). Gardner's Theory of Multiple Intelligences was a catalyst for research into

the varying ways that individuals can be considered intelligent, and it revolutionized the manner

in which the academic community comprehends and recognizes intellectual abilities. Gardner's

theory no longer viewed intelligence as a singular, contemporary construct (Gardner, 2008). This

theory assisted with the explanation as to why some individuals deemed highly intellectual were

not always successful in their careers and why some who were successful in various efforts were

not necessarily intelligent as dictated by a traditional IQ test (Gardner, 2008).

Both the interpersonal and intrapersonal intelligence concepts appeared to be an

expansion of the social intelligence construct that Thorndike first brought into the academic

literature approximately 50 years earlier (Punia et al., 2015). Gardner described interpersonal intelligence as an individual's ability to detect and distinguish the moods, intentions, temperaments, and motivations of other individuals while also potentially acting on this knowledge to influence their behavior (Gardner, 2008; Gardner, 2011). On the other hand, intrapersonal intelligence was expressed as an individual's ability to both access and understand their own feelings and emotions while also utilizing this understanding to assist with guiding their own behavior and actions (Gardner, 2008; Gardner, 2011). While Gardner's work contributed to the intelligence construct in its entirety, his definitions of both the interpersonal and intrapersonal intelligences would ultimately cause emotional intelligence research to be revived from dormancy and would lead to further exploration into the field.

Mayer & Salovey Model of Emotional Intelligence

By 1990, a resurgence of interest occurred regarding the construct of social intelligence and the manner in which this type of intelligence could be assessed (Salovey & Mayer, 1990). This interest was shared between American psychologists Peter Salovey and John Mayer. They applied Gardner's Theory of Multiple Intelligences into their own research, which allowed them to coin their personal definition of the subject and develop their own model (Punia et al., 2015; Salovey & Mayer, 1990). According to Salovey and Mayer, "Emotional intelligence is a subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (1990, p. 189).

Their extensive research in the construct, along with their newly established definition, allowed them to become the first to use the term "emotional intelligence" in a published study (Bower et al., 2018; Punia et al., 2015). They argued that they could have labeled the construct as

"emotional competence;" however, they elected to call it "emotional intelligence" so that their framework could be linked to historical literature on intelligence (Mayer & Salovey, 1993). Mayer and Salovey were also credited with being the first to publish research on emotional intelligence in peer-reviewed, psychological journals (Kellett et al., 2002; Punia et al., 2015). As pioneers in the field, Mayer and Salovey assisted in laying the foundation for other influential researchers to join in researching and expanding the knowledge base of the emotional intelligence construct.

The original domains of the Mayer and Salovey Model of Emotional Intelligence included verbally and nonverbally expressing and appraising emotions in others and self, regulating emotions in others and self, and utilizing emotions adaptively (Mayer & Salovey, 1993; Salovey & Mayer, 1990). After years of extensive research and analysis, their model was expanded in 1997 to include accuracy in four branches of skills: (1) emotional perception, (2) utilizing emotions in a manner to facilitate thoughts, (3) emotional understanding, and (4) emotional management in a manner that enhances social relations and personal growth (Mayer et al., 2000; Mayer et al., 2001; Mayer et al., 2016; Neubauer & Freudenthaler, 2005). They considered this model to be hierarchical in nature, with emotional management placed at the top as the most cognitively complex and perceiving emotions at the bottom of the hierarchy as the most basic (Mayer et al., 2001; Mayer et al., 2016). Mayer and Salovey's four-branch model became one of the most popular emotional intelligence frameworks to date (Augusty & Matthew, 2020).

In an effort to quantifiably measure their model of emotional intelligence, Mayer and Salovey, alongside psychologist David Caruso, developed the Multi-Factor Emotional Intelligence Scale in 1999 (Mayer et al., 2001; Neubauer & Freudenthaler, 2005). This scale was

referred to as the MEIS. They argued that emotional intelligence was comparable to traditional cognitive intelligence in that it was a measurable ability, and this scale was an attempt to place a quantifiable number on this ability (Mayer et al., 2001).

In 2000, 10 years after developing their original model of emotional intelligence, Mayer, Salovey, and Caruso then developed the Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer et al., 2001; Neubauer & Freudenthaler, 2005; Punia et al., 2015). This instrument is more commonly referenced as the MSCEIT and was developed in an attempt to improve upon the psychometric qualities associated with the MEIS (Mayer et al., 2001). As measured by the MSCEIT, the Mayer and Salovey model of emotional intelligence is considered to be a mental ability model of emotional intelligence (Mayer et al., 2000; Mayer et al., 2016; Punia et al., 2015). This model is considered to be the primary and most commonly accepted ability-based model of emotional intelligence (McClesky, 2014). Ability models perceive emotional intelligence as strictly a mental ability that is comprised of a variety of skills and competencies (Punia et al., 2015). Proponents of the ability model believe that an individual's traits and personal characteristics assume no role in determining emotional intelligence capabilities. The efforts of Mayer and Salovey, along with their ability-based model of emotional intelligence, provided significant contributions to the development of the emotional intelligence construct and opened the door for additional theorists and competing frameworks to be established.

Goleman Model of Emotional Intelligence

The construct became increasingly popular in 1995 after *Emotional Intelligence* was published by Daniel Goleman (Bar-On, 2006; Bharwaney et al., 2011; Gibbs, 1995; Kellet et al., 2002; Neubauer & Freudenthaler, 2005). As one of the most profound researchers in the field of emotional intelligence, Goleman's book expanded upon the foundational work of Mayer and

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Salovey and ignited the public interest on the subject (Bar-On, 2006; Bharwaney et al., 2011; Gibbs, 1995; Kaoun, 2019; Kellett et al., 2002; McCleskey, 2014; Punia et al., 2015). Goleman soon became one of the most notable emotional intelligence authors, and despite his recognition to Mayer and Salovey for providing the framework that he utilized in his own research, some credit him with being responsible for re-establishing interest into the study of emotional intelligence (Punia et al., 2015).

As an illustration of the spark of interest ignited by Goleman, the October 1995 *TIME* magazine featured "What's Your EQ?" filling the cover page. The bottom of the cover page read the statement, "Emotional intelligence may be the best predictor of success in life, redefining what it means to be smart" (TIME, 1995). Although Goleman gave Mayer and Salovey credit for being the first to publish research in the field, it was Goleman's work that brought emotional intelligence to the mass media headlines and into the public eye.

Goleman defined emotional intelligence as, "The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (1998b, p. 335). According to Goleman, emotional intelligence can be learned, and there are five essential personal and social competencies that comprise emotional intelligence: (1) self-awareness, (2) self-regulation, (3) motivation, (4) empathy, and (5) social skills (Augusty & Mathew, 2020; Bower et al., 2018; Goleman, 1998a; Goleman et al., 2013; Kaoun, 2019; Punia et al., 2015). Goleman later expanded his model and condensed it down to only four dimensions: (1) self-awareness, (2) self-management, (3) social awareness, and (4) relationship management (Augusty & Mathew, 2020; Goleman, 2011). He combined the dimensions to assist with reducing his instruments to fewer statements (Augusty & Mathew, 2020).

Unlike Mayer and Salovey's ability-based model of emotional intelligence, Goleman's

model is considered to be a mixed model (Punia et al., 2015; Van Rooy & Viswesvaran, 2004).

Mixed models view emotional intelligence as a combination of both traits and abilities

(Neubauer & Freudenthaler, 2005). Goleman believed that an assortment of abilities and

competencies comprise an individual's emotional intelligence and determine the individual's

likelihood of success (2011).

Goleman advocated emotional intelligence as a necessary requirement for leaders to be

effective (Augusty & Mathew, 2020; Goleman et al., 2013). He conducted extensive research of

emotional intelligence in the workplace and made the claim that emotional intelligence was the

common denominator of highly effective leaders while IQ and technical skills were merely

threshold capabilities (Goleman, 1998a; Goleman et al., 2013). Essentially, Goleman believed

that the threshold knowledge and capabilities might assist with getting an individual hired, but

the individual's emotional intelligence would likely determine their success (Goleman et al.,

2013). After studying Goleman's initial work, Gibbs concluded that IQ is what gets an individual

hired, while emotional intelligence is what gets them promoted (Gibbs, 1995). Goleman's work

highlighted multiple research studies that dictated emotional intelligence as the distinguishing

factor that separates great leaders from average leaders (Cavallo & Brienza, 2002; Goleman et

al., 2013).

In a groundbreaking study, he examined 188, mostly large-scale and global, corporations

and discovered that emotional intelligence is twice as important to effective career performance

as IQ and technical skills across all levels in the workplace (Goleman, 1998a). The same study

yielded additional noteworthy results: technical skill differences are negligibly important at the

highest levels of business, and the higher the individual's leadership position in the corporation

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is, the more their emotional intelligence level determines their job effectiveness (Goleman, 1998a, Goleman, 2011; Goleman et al., 2013). For example, when comparing the data of both star and average performing individuals in senior leadership positions, Goleman determined that nearly 90% of the variance in their professional profiles was attributed to emotional intelligence skills and competencies instead of cognitive abilities or technical skills (Goleman, 1998a; Goleman et al., 2013). At the highest positions, between 80% and 90% of the leadership competency models consisted of emotional intelligence-based abilities (Goleman, 2011; Goleman et al., 2013). This data explains those situations in which highly intelligent and highly skilled individuals have been elevated to a position of leadership and performed poorly, while individuals with merely a solid foundation of IQ and technical skills have exceeded in the same position (Mikolajczak et al., 2012).

In addition to the aforementioned ground-breaking study, Goleman boldly argued that an individual's IQ accounts for approximately 20% (at most) of the factors determining success in life, leaving an 80% variance attributed to non-intellectual factors (Goleman, 1995; Neubauer & Freudenthaler, 2005). Goleman's claims and the data produced through his extensive research further increased his notoriety as one of the most prominent authors on the subject and also further fueled the public interest in the emotional intelligence construct (Bar-On, 2006; Bharwaney et al., 2011; Kellett et al., 2002).

Despite his contributions and the notoriety he brought to the field of emotional intelligence, Goleman has not been without critics as his research and claims have sparked controversy (McCleskey, 2014). He focused a great deal of his research on corporations as opposed to the educational setting, and his claims of emotional intelligence predicting such a substantial amount to the likelihood of success have been called into question (Zeidner et al.,

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2004). Some argue that Goleman's claims lack empirical data illustrating the causal link between emotional intelligence and the alleged positive effects (Neubauer & Freudenthaler, 2005; Zeidner et al., 2004). Despite these claims, Goleman's contributions to the field of emotional intelligence cannot be overlooked as his efforts ignited scientific inquiry into the subject (Neubauer & Freudenthaler, 2005).

Reuven Bar-On Model of Emotional-Social Intelligence

By 1997, psychologist Reuven Bar-On emerged as another key researcher in the field of emotional intelligence (Punia et al., 2015). As one of the leading pioneers of the paradigm, he believes that emotional-social intelligence is the more appropriate terminology due to both the heavily social aspect of the intelligence and also the combination of interpersonal and intrapersonal competencies and skills involved (Bar-On, 2006; Bharwaney et al., 2011). According to Bar-On, "Emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills, and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (2006, p. 14). As such, Bar-On concludes that emotional intelligence plays an important role in determining an individual's ability for success in life (Bar-On & Parker, 2000).

The foundational roots of Bar-On's beliefs and his emotional-social intelligence model can be found in the early works of Charles Darwin regarding the role in which emotional expression plays in adaptation and survival, in Thorndike's social intelligence and its impact on human performance, and in Wechsler's observations on the impact that non-cognitive factors have on intelligent behavior (Bar-On, 2006). After researching the distal roots of the emotional-social intelligence construct from Darwin's ideology to the present, Bar-On concludes that nearly

every definition, conceptualization, and description relating to emotional-social intelligence have

included at least one of the following foundational components:

> (a) the ability to recognize, understand and express emotions and feelings; (b) the ability
>
> to understand how others feel and relate with them; (c) the ability to manage and control
>
> emotions; (d) the ability to manage change, adapt and solve problems of a personal and
>
> interpersonal nature; and (e) the ability to generate positive affect and be self-motivated.
>
> (Bar-On, 2006, p. 14)

Bar-On utilized these key components when forming the foundation of his own personal model

of emotional-social intelligence.

According to Bar-On's model, individuals possessing emotional and social intelligence

have the ability to understand their own weaknesses and strengths, are emotionally aware of

themselves, and can express their feelings in a non-destructive manner (Bar-On, 2006; Bar-On,

2007). Bar-On's emotional-social intelligence also consists of being aware of others' feelings

and needs, establishing and maintaining relationships, flexibly adapting to social, personal, and

environmental changes, and solving interpersonal problems (Bar-On, 2006; Bar-On, 2007). In

addition to effectively managing emotions, the emotionally and socially intelligent individual

must also be self-motivated, positive, and optimistic (Bar-On, 2006; Bar-On, 2007). Bar-On's

model assisted with the explanation regarding why some individuals have an increased ability to

experience success in both work and life than other individuals (Neubauer & Freudenthaler,

2005; Punia et al., 2015).

Bar-On's emotional-social intelligence model consists of five primary dimensions: (1)

interpersonal, (2) intrapersonal, (3) stress management, (4) adaptability, and (5) general mood

(Bar-On & Parker, 2000). Each of these dimensions contains subcomponents of skills and

abilities that are related to the respective dimension (Bar-On & Parker, 2000). Bar-On's model consists of 10 components of emotional-social intelligence: self-regard, problem-solving, emotional self-awareness, flexibility, assertiveness, reality testing, empathy, impulse control, interpersonal relationships, and stress tolerance (Bar-On, 2006; Neubauer & Freudenthaler, 2005). His model also consists of five additional facilitators: self-actualization, happiness, independence, optimism, and social responsibility (Bar-On, 2006; Neubauer & Freudenthaler, 2005). These ten key factors and five facilitators combine together to predict behavior that is emotionally and socially intelligent (Bar-On, 2006).

The interpersonal dimension of Bar-On's model is comprised of empathy, social responsibility, and interpersonal relationships (Bar-On & Parker, 2000). Empathy involves the ability for an individual to be aware of, understand, and appreciate others' feelings (Bar-On & Parker, 2000). Social responsibility consists of an individual's ability to be contributing, constructive, and cooperative within their social group (Bar-On & Parker, 2000). Interpersonal relationships involve establishing and maintaining mutually beneficial relationships (Bar-On & Parker, 2000).

Five abilities characterize Bar-On's intrapersonal dimension: (1) emotional self-awareness, (2) assertiveness, (3) self-regard, (4) self-actualization, and (5) independence (Bar-On & Parker, 2000). An individual's emotional self-awareness is recognizing feelings and understanding these feelings (Bar-On & Parker, 2000). Assertiveness consists of expressing thoughts, feelings, and beliefs (Bar-On & Parker, 2000). Self-regard involves accurate personal appraisal (Bar-On & Parker, 2000). Self-actualization is the realization of an individual's potential capacities (Bar-On & Parker, 2000). Independence concerns the ability of an individual

to be self-controlled and self-directed in both thought and action and to also lack emotional

dependency (Bar-On & Parker, 2000).

Bar-On's stress management dimension is comprised of stress tolerance and impulse

control (Bar-On & Parker, 2000). Stress tolerance consists of withstanding adverse situations and

stressful events by positively and actively coping with the stress to prevent from falling apart

(Bar-On & Parker, 2000). Impulse control involves delaying or resisting impulses while also

controlling emotions (Bar-On & Parker, 2000).

Three abilities characterize Bar-On's adaptability dimension: (1) reality testing, (2)

flexibility, and (3) problem solving (Bar-On & Parker, 2000). Reality testing consists of an

individual validating their emotions (Bar-On & Parker, 2000). Flexibility involves adjusting

behaviors, emotions, and thoughts as conditions and situations change (Bar-On & Parker, 2000).

Problem solving is defining and identifying problems while also generating and implementing

effective solutions (Bar-On & Parker, 2000).

Bar-On's fifth and final dimension is general mood, and this is an essential variable that

motivates and facilitates the other components of emotional-social intelligence (Bar-On &

Parker, 2000). Optimism and happiness comprise the general mood dimension (Bar-On &

Parker, 2000). Optimism is looking on the bright side and retaining a positive attitude despite

facing adversity (Bar-On & Parker, 2000). Happiness involves life satisfaction, overall

enjoyment of self as well as others, and the ability to have fun (Bar-On & Parker, 2000).

Despite altering the emotional intelligence terminology that Goleman famously brought

to the public eye, Bar-On's emotional-social intelligence shares commonalities with Goleman's

emotional intelligence model. Both researchers are in agreement that this intelligence is separate

from cognitive intellect and should be treated as such (Kellett et al., 2002). They share the belief

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that certain personality characteristics, interpersonal skills, and intrapersonal skills intertwine and relate directly to success at home, school, and work (Punia et al., 2015). Both Goleman and Bar-On conclude that emotional intelligence is an essential factor that determines life success (Bar-On & Parker, 2000; Goleman, 2011; Goleman et al., 2013). Through years of research in schools, workplace environments, and clinical settings, Bar-On also concurs with Goleman that emotional-social intelligence is very much a learnable trait that can be enhanced (Bar-On, 2006; Bar-On, 2007; Goleman, 1998; Punia et al., 2015).

Another commonality shared with Goleman is that Bar-On's Model of Emotional-Social Intelligence is considered to be a mixed model consisting of both abilities and traits (Duncan et al., 2017; Neubauer & Freudenthaler, 2005). Despite sharing this similar approach with Goleman, Bar-On's model is the most prevalent mixed model (Duncan et al., 2017). Bar-On's mixed model is also the most popular mixed model among scientific literature, as it is the only mixed model that utilizes empirical data (Neubauer & Freudenthaler, 2005).

Bar-On began developing an instrument to test his Model of Emotional-Social Intelligence in 1980, and after 17 years and six phases of development, it was officially published in 1997 (Bar-On, 2006; Bar-On, 2007; Bar-On, 2023; Neubauer & Freudenthaler, 2005). His assessment is called the Bar-On Emotional Quotient Inventory and is more commonly referred to as the EQ-i (Bar-On, 2006; Bar-On, 2007; Bar-On & Parker, 2000; Neubauer & Freudenthaler, 2005). Bar-On's own Model of Emotional-Social Intelligence serves as the theoretical foundation for the EQ-i assessment (Bar-On, 2000; Bar-On & Parker, 2006). The EQ-i is a self-report measure containing 133 items and was initially normed using 3,831 adults across the United States and Canada (Bar-On, 2006; Bar-On, 2007; Bar-On & Parker, 2000). Within five years of publication, the EQ-i reached 1 million uses, thus making it the most-used

assessment for emotional intelligence (Bar-On, 2023). To date, it has been translated across more than 30 different languages (Bar-On, 2023). Bar-On's EQ-i assessment will be utilized in this research study, and therefore, will be discussed in greater detail in Chapter 3.

Justification for the Study

The literature is dominated by researchers who agree that a connection exists between an individual's emotional intelligence and their ability to effectively lead and influence others (Argabright et al., 2013; Avolio & Bass, 2004; Barling et al., 2000; Bar-On, 2006; Bharwaney et al., 2011; Boyatzis et al., 2013; Cavallo & Brienza, 2002; Charbonneau & Nicol, 2002; Downey et al., 2006; Duncan et al., 2017; Goleman, 1998a; Hastings & McElravy, 2020; Humphrey, 2002; McElravy & Hastings, 2014; Kaoun, 2019; Mills, 2009; Rosete & Ciarrochi, 2005; Watkins et al., 2017; Wolff et al., 2002). To further exemplify this relationship, one researcher conducted a meta-analysis of 48 different research studies and determined that a moderately strong relationship exists between effective leadership and the individual's emotional intelligence (Mills, 2009). More specifically, an additional study determined that emotional intelligence is linked to three of the four transformational leadership aspects (idealized influence, individualized consideration, and inspirational motivation) and also the contingent reward approach of transactional leadership (Avolio & Bass, 2004). In contrast, laissez-faire leadership, transactional management-by-exception: passive, and transactional management-by-exception: active were not linked to emotional intelligence (Avolio & Bass, 2004).

Although research among the college and adult populations dominate the literature, studies focusing solely on examining the student population are in existence, and these studies indicate a correlation between leadership and emotional intelligence among adolescents (Hastings & McElravy, 2020; McElravy & Hastings, 2014). With the aforementioned transfer of

leadership looming at society's door, an examination of this relationship will prove useful in determining if, and to what extent, emotional intelligence training should be incorporated into adolescent leadership development workshops (Hastings & McElravy, 2020). This study, as well as further research into adolescent leadership development, can assist in shaping youth leadership development training programs in an effort to ensure that we are providing our students with the quality of leadership training that will prepare them for success in their future careers.

Furthermore, McElravy & Hastings conclude that activities that develop skills and strengthen aspects of emotional intelligence could be beneficial if incorporated into FFA programs (2014). They state that it could be beneficial for FFA members to examine and review their emotional intelligence while participating in leadership development activities (McElravy & Hastings, 2014).

In addition to better leadership skills and a more positive influence on followers, some researchers also argue that emotional intelligence has been connected with an increased job performance in career adults (Cherniss et al., 1998; Goleman, 1998; Humphrey, 2002). Travis Bradberry, author of *Emotional Intelligence 2.0*, refers to emotional intelligence as the single greatest workplace performance predictor and also the most influential factor of personal leadership and excellence (Bradberry & Greaves, 2009). Another study of more than 1,400 employees showed that managers exhibiting the highest performance also had higher emotional competence than the other managers (Cavallo & Brienza, 2002). Since emotional intelligence is now recognized as an influential factor in leadership and also as a vital aspect of successful career performance, incorporating emotional intelligence into both leadership and workplace training programs would be beneficial to both employer and employee alike.

Chapter III

Methodology

The intent of this quantitative study is to examine the emotional intelligence of students serving as FFA officers across the state of Alabama during the 2023-2024 school year. In an effort to achieve this goal, a quantitative research study was conducted that utilized two commercially available, tested, and verified instruments. Participants in this study were FFA officers from across the state of Alabama during the 2023-2024 school year. These officers served at either the chapter, district, and/or state level. Further information regarding the population, the research design, the instrumentation utilized, and the specific details regarding the planning and execution of this study are discussed throughout this chapter.

Purpose of the Study

The intent of this quantitative study is to examine the emotional intelligence of students serving as FFA officers across the state of Alabama during the 2023-2024 school year. Researchers contend that a connection exists between an individual's emotional intelligence and their ability to effectively lead and influence others (Argabright et al., 2013; Avolio & Bass, 2004; Barling et al., 2000; Bar-On, 2006; Bharwaney et al., 2011; Boyatzis et al., 2013; Cavallo & Brienza, 2002; Charbonneau & Nicol, 2002; Downey et al., 2006; Duncan et al., 2017; Goleman, 1998a; Hastings & McElravy, 2020; Humphrey, 2002; McElravy & Hastings, 2014; Kaoun, 2019; Mills, 2009; Rosete & Ciarrochi, 2005; Watkins et al., 2017; Wolff et al., 2002); however, the extent to which this relationship has been researched among the adolescent population is minimal (Charbonneau & Nicol, 2002; Harrod & Scheer, 2005). Although an existing correlation will not determine causation, if a relationship is determined to exist, it can

lead to further investigation into the implications of emotional intelligence on adolescent leadership ability or vice vera.

An additional anticipated benefit of conducting this study is to assist with the improvement of adolescent leadership preparation. A substantial transfer of leadership is looming in society as over half of the leadership positions in our current labor force will be transferred to the younger generation within the next 20 years (Hastings & McElravy, 2020). Considering the likelihood of such a substantial amount of future leadership responsibility, it is our duty to prepare our youth to fulfill these roles. This study and the results can potentially serve as a guide for future research and the design of adolescent leadership training programs and workshops.

Objectives of the Study

1.) Describe Alabama FFA officers' self-perceptions of their leadership behaviors.

2.) Determine if Alabama FFA officers' self-perceptions of leadership behaviors differ from national averages.

3.) Describe the Alabama FFA officers' emotional intelligence.

4.) Determine if Alabama FFA officers' emotional intelligence scores differ from national averages.

5.) Determine if emotional intelligence differs among FFA officers serving in higher leadership roles.

Population

The targeted population for this research was students who served as FFA officers in the state of Alabama during the 2023-2024 school year. The grade level of the population ranges from the 9th grade to one-year post-secondary (grade 13). These students serve in official leadership roles as officers at either the chapter, district, and/or state levels. The leadership

position in which each student served was pre-determined by the FFA advisor at each respective FFA chapter and/or association prior to this study being conducted. These positions were determined by whatever method or process the FFA advisor dictated as best.

The state of Alabama had 255 FFA chapters during the 2023-2024 school year (National FFA Organization, 2024f). In an effort to both ensure the highest performing leaders were surveyed and also to make the survey population more manageable, the students sampled for participation in this study were either 1.) FFA officers at one of the top five FFA chapters in Alabama as indicated by the National Chapter Award application, 2.) FFA officers in the three districts, or 3.) FFA officers at the state level.

The National Chapter Award Program is conducted through the National FFA Organization, and it distinguishes FFA chapters across the nation that excel in the activities that they conduct throughout the year (National FFA Organization, 2024b). The chapters that participate in this program complete an application that extensively details their Program of Activities (POA) (National FFA Organization, 2024b). Form I of this POA consists of 15 activities that are grouped across three main categories: (1) Growing Leaders, (2) Building Communities, and (3) Strengthening Agriculture (National FFA Organization, 2024b). After completing the more broad and less detailed Form I, chapters then proceed to Form II, which is the part of the application that is officially scored as a representation of each chapter's POA (National FFA Organization, 2024b). This part requires each participating chapter to thoroughly detail nine of the 15 activities that they originally mentioned in Form I (National FFA Organization, 2024b). After completion of the entire application with required pictures, goals, documentation of the action plan, and results, the application is then submitted to the state level for scoring (National FFA Organization, 2024b). While each state FFA association handles

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scoring differently, the Alabama FFA Association utilizes a group of former agriscience teachers and agriculture industry representatives to score the submitted applications. These applications are then ranked based on score. The Alabama FFA Association individually recognizes the top five chapters on stage at the state FFA convention. The top five chapters for the state of Alabama during the 2023-2024 school year were Beauregard FFA, Douglas FFA, Southside FFA, Southern Choctaw FFA, and Cedar Bluff FFA. In an effort to sample the officers from the premier chapters, the chapter officers from the five aforementioned chapters were included in this research study. No attempts to generalize the findings beyond the sample were made (Lindner, 2002; Linder et al., 2001).

Instrumentation

To measure the emotional intelligence and perceived leadership ability of the FFA officers, two separate instruments were utilized: the Multifactor Leadership Questionnaire and the Bar-On Emotional Quotient Inventory: Youth Version Short Form. One instrument assessed the officers' perceptions of their own leadership behaviors while the other instrument assessed the emotional intelligence of the FFA officers. Both instruments were distributed via an email link. Per IRB, the email link was sent to the advisors of the selected participants, and the advisors then distributed the surveys to the FFA officers. The officers then completed both instruments through those provided email links.

Multifactor Leadership Questionnaire

The instrument that was utilized to measure the leadership behaviors of the FFA officers was the Multifactor Leadership Questionnaire. Leadership researchers Bass and Avolio developed the MLQ, and it measures the Full Range of Leadership styles to assess the extent to which the individual or group aligns with the components of transformational, transactional, and

laissez-faire leadership (Avolio & Bass, 2004; Bass & Riggio, 2006; Kirkbride, 2006). This assessment is acclaimed as the most widely acknowledged measurement of transformational leadership (Antonakis et al., 2003; Avolio & Bass, 2004; Bass & Avolio, 2015; Bass & Riggio, 2006; Batista-Foguet et al., 2021; Schriesheim et al., 2009). The majority of the research regarding transformational leadership has utilized the MLQ to assess aspects of transformational and transactional leadership (Muenjohn & Armstrong, 2008; Schriesheim et al., 2009). It has been the primary means utilized to reliably distinguish between highly effective and ineffective leaders within government, manufacturing, military, educational, technology, church, volunteer, hospital, and correctional organizations (Avolio & Bass, 2004). The MLQ has been used in multiple languages across more than 30 countries, and various forms have been used in primary schools, secondary schools, colleges, religious institutions, government agencies, military organizations, industrial firms, businesses, and hospitals (Avolio & Bass, 2004).

Two primary versions of the MLQ exist – the Leader Form and the Rater form (Bass & Riggio, 2006). The Leader Form is a self-report measure that requires individuals to assess their own leadership behaviors (Bass & Riggio, 2006). The Rater Form involves an associate, such as a follower, colleague, or supervisor, to rate the individual's leadership behaviors (Bass & Riggio, 2006). Due to personal bias that can occur when scoring oneself, the Rater Form is preferred and is the most frequently used method in research (Bass & Riggio, 2006). However, due to IRB concerns with confidentiality, this research study utilized the Leader Form as it analyzes the perceived leadership style and ability of the individual taking the assessment as opposed to analyzing the individual's perception of a group of leaders. As with any self-report measure, one caution that needs to be noted is that this instrument measures the individual's self-perceptions of

their own leadership ability and may not accurately reflect the actual leadership abilities of the individual taking the assessment.

The current, revised version of the MLQ is the MLQ (5X) (Antonakis et al., 2003; Avolio & Bass, 2004; Bass & Riggio, 2006; Schriesheim et al., 2009). The MLQ (5X) is available in short or long forms (Avolio & Bass, 2004). The MLQ (5X) consists of 45 items and is intended for research purposes, organizational surveys, and conducting reports on individual leaders (Antonakis et al., 2003; Avolio & Bass, 2004). The MLQ (5X-Long) consists of 63 items and is intended primarily for the purposes of training, development, and providing feedback (Avolio & Bass, 2004). Both the short and long versions consist of a rating scale ranging from 0 (Not at all) to 4 (Frequently, if not always) (Avolio & Bass, 2004). The average administration time for the MLQ (5X) is 15 minutes to complete the questionnaire, and the suggested reading ability level is a U.S. ninth grade reading level unless the assessment is being read out loud to the participants (Avolio & Bass, 2004).

The initial MLQ consisted of seven factors (intellectual stimulation, inspiration, charisma, individualized consideration, management-by-exception, contingent reward, and laissez-faire) (Avolio & Bass, 2004). The revised version of the MLQ adds an additional factor for transformational style attributions by distinguishing between charismatic attributes and behaviors (Avolio & Bass, 2004). The original management-by-exception factor is also divided into management-by-exception: passive (MBEP) and management-by-exception: active (MBEA) (Avolio & Bass, 2004). These additional factors result in a total of nine factors scores for the revised MLQ (5X) (Antonakis et al., 2003; Avolio & Bass, 2004; Batista-Foguet et al., 2021; Muenjohn & Armstrong, 2008; Schriesheim et al., 2009). Five of the factors focus on the characteristics of transformational leadership (idealized influence – behaviors, idealized

influence – attributed, intellectual stimulation, inspirational motivation, and individualized consideration), three factors include characteristics of transactional leadership (management-by-exception: passive, management-by-exception: active, and contingent reward), and the final factor describes laissez-faire leadership (Muenjohn & Armstrong, 2008). Each of the nine leadership factors is represented across four questions on the assessment, which results in 36 of the 45 questions focusing on the nine leadership scales that are described above (Antonakis et al., 2003; Bass & Riggio, 2006). The remaining nine questions on the assessment focus on three different leadership outcome scales (Antonakis et al., 2003; Bass & Riggio, 2006). Studies conducted by Muenjohn and Armstrong concluded that the nine-factor model has a statistically significant overall fit (2008). Moreover, it was concluded that the Full Range Leadership Model most adequately captures the factors of transactional and transformational leadership (Muenjohn & Armstrong, 2008).

Antonakis and colleagues concluded that the revised MLQ (5X) appears to reliably measure the intended constructs (2003). The internal consistency of the MLQ scales is considered to be in the good to excellent range with alpha coefficients greater than .80 (Bass & Riggio, 2006). Although some of the previous versions of the MLQ contained scales with lower internal consistency, specifically the scale for management-by-exception: active, even they were considered to be in the adequate range (Bass & Riggio, 2006).

The MLQ has undergone substantial factor analysis to ensure that it adequately assesses the constructs of transformational leadership and the Full Range of Leadership Model (Bass & Riggio, 2006). Despite the widespread use, the MLQ has not been without critics regarding the theoretical content validity (Schriesheim et al., 2009) and the assessment of some of the leadership factors (Muenjohn & Armstrong, 2008).

Schriesheim and colleagues suggested that the wording of some of the MLQ items is unclear, and as a result, the data concluded may not lead to correct theoretical analysis (2009). They recommend either adding clarification to the wording of the assessment instructions to ensure participants have a clear understanding of who they are referencing when answering questions or adding the words "me" or "the group" within the assessment questions to ensure the correct level of analysis (individual or group) is achieved (Schriesheim et al., 2009). Despite these suggestions, Schriesheim and colleagues believe that the MLQ has earned its place as the most commonly used assessment of transformational and transactional leadership (2009).

In a review of the research, Muenjohn and Armstrong determined that structural validity was the biggest concern with the MLQ (2008). Their research discovered several studies that found high correlations among the transformational leadership factors, an unclear distinction between the factors of inspirational motivation and idealized influence, and an unclear distinction between the laissez-faire and management-by-exception factors (Muenjohn & Armstrong, 2008). To test the structural validity of the most recent version of the MLQ (MLQ 5X), Muenjohn and Armstrong conducted a confirmatory factor analysis of 138 cases (2008). They conducted two separate analyses of the data, and both began with a one-factor model and then progressed to a three-factor model before concluding with the actual nine-factor model of the MLQ (Muenjohn & Armstrong, 2008). With both analyses, the goodness of fit index increased progressively from the one-factor model to the nine-factor model, concluding with a .84 goodness of fit index (Muenjohn & Armstrong, 2008). Additionally, the results of the nine-factor model concluded a statistically significant chi-square, a 1.14 ratio of degrees of freedom to the chi-square, and a 0.03 Root Mean Square Area of Approximation (Muenjohn & Armstrong, 2008). It has been concluded that the nine-factor model of the MLQ best represents the

theoretical construct (Antonakis et al., 2003; Muenjohn & Armstrong, 2008), and that, despite some of the transformational factors highly correlating with each other, each factor still measures a distinct leadership factor (Muenjohn & Armstrong, 2008). Muenjohn and Armstrong attributed the different results concluded by the MLQ critics to only using some of the nine leadership factors, only targeting the transformational factors instead of the entire nine-factor model, and/or using previous versions of the MLQ that contained different items (2008). After these criticisms of the MLQ were acknowledged and tested, it was concluded that the MLQ (5X) successfully captures the leadership factors of the transformational leadership theory and all nine factors of transformational, transactional, and laissez-faire leadership across the Full Range Leadership Model (Antonakis et al., 2003; Muenjohn & Armstrong, 2008).

Antonakis et al. stated that conflicting results from previous MLQ research can potentially be attributed to the utilization of non-homogeneous samples when testing for construct validity (2003). Non-homogeneous samples, such as combining different types of organizations and different environments, mixing gender samples among leaders and raters, and using a combination of hierarchical levels in the study, can lead to inconsistent findings (Antonakis et al., 2003). The MLQ's factor structure can vary among different raters and leaders and also across different contexts and settings, which can imply that leadership behaviors may be received differently based on context (Antonakis et al., 2003).

Although some concerns about the psychometric validity have emerged over the years, the MLQ is regarded as the most validated measurement of both transactional and transformational leadership, and it remains extensively utilized in leadership research (Özaralli, 2003). It is believed to be both valid and reliable in assessing the nine factors comprising the Full Range Leadership Model (Antonakis et al., 2003).

Bar-On Emotional Quotient Inventory: Youth Version Short Form

The instrument that was utilized to measure emotional intelligence was the Bar-On

Emotional Quotient Inventory: Youth Version Short Form. This assessment will hereafter be

referred to as the Bar-On EQ-i:YV(S). The instrument is a self-report assessment that was

developed by Dr. Reuven Bar-On and Dr. Jim Parker to measure emotional intelligence in

adolescents between the ages of seven to 18 years old (Bar-On & Parker, 2000).

The original version of the Emotional Quotient Inventory (EQ-i) was developed with the

purpose of measuring emotionally and socially intelligent behavior in adults (Bar-On, 2007; Bar-

On & Parker, 2000). This instrument has been the most widely utilized measure of emotional-

social intelligence since the instrument was first developed in 1996 (Bar-On, 2007; Bar-On, n.d.;

Bar-On & Parker, 2000). The youth version of the instrument was developed three years later,

and it was the first instrument published to measure emotional intelligence in children and

adolescents (Bar-On & Parker, 2000). The Bar-On Model of Emotional and Social Intelligence

formed the theoretical foundation of the original EQ-i as well as the youth versions and all

subsequent versions (Bar-On & Parker, 2000). Although the adult version is the more widely

utilized assessment, due to this study focusing on adolescent leaders, the youth version was

utilized instead.

There are currently two versions of the youth EQ-i assessment – the full version (EQ-

i:YV) and the short version (EQ-i:YV(S)) (Bar-On & Parker, 2000). The full version consists of

60 questions, contains eight scales (total emotional intelligence, interpersonal, intrapersonal,

adaptability, stress management, general mood, positive impression, and inconsistency index),

and takes approximately 20 to 25 minutes to complete (Bar-On & Parker, 2000). The short

version consists of 30 items, contains six scales (total emotional intelligence, interpersonal,

intrapersonal, adaptability, stress management, and positive impression), and takes

approximately 10 to 15 minutes to complete (Bar-On & Parker, 2000). The format for both the

EQ-i:YV and the EQ-i:YV(S) consists of a 4-point Likert-style response with the following

options: "Very Often True of Me", "Often True of Me", "Seldom True of Me", and "Very

Seldom True of Me" (Bar-On & Parker, 2000). When completing the assessment, respondents

utilize the response options to illustrate the extent to which they relate to each statement (Bar-On

& Parker, 2000).

Both the EQ-i:YV and the EQ-i:YV(S) were based on a large normative sample of 9,172

children and adolescents from across the United States and Canada (Bar-On & Parker, 2000).

Separate norms are provided for both genders in three-year intervals between the ages of seven

and 18 (Bar-On & Parker, 2000). The normed age intervals are 7-9 years old, 10-12 years old,

13-15 years old, and 16-18 years old (Bar-On & Parker, 2000).

Additionally, both the EQ-i:YV and the EQ-i:YV(S) have proven to be reliable measures

of emotional intelligence in youth (Bar-On & Parker, 2000). Determining the reliability of an

instrument assists with predicting whether the assessment will produce similar results each time

the assessment is repeated (Bar-On & Parker, 2000). Bar-On and Parker provided information

regarding four types of reliability data for the EQ-i:YV and the EQ-i:YV(S): (1) internal

consistency reliability, (2) test-retest reliability, (3) mean inter-item correlations, and (4) standard

error of measurement/prediction (2000). Cronbach's alpha was used to measure the internal

consistency reliability, and the internal reliability coefficients for each of the assessment scales

proved to be "more than satisfactory" across each of the normative groups (Bar-On & Parker,

2000, p. 43). The mean inter-item correlations provided additional support regarding internal

stability, as a similar pattern was shown across both age and gender groups (Bar-On & Parker,

2000). The test-retest reliability for the scales contained in the EQ-i:YV and the EQ-i:YV(S) were labeled as excellent (Bar-On & Parker, 2000). Numerous statistical analyses determined that the EQ-i:YV and the EQ-i:YV(S) assessments are "quite reliable" in measuring the emotional intelligence of both males and females in the specified age groups (Bar-On & Parker, 2000, p. 46).

Regarding validity, the evaluations of both factorial validity and construct validity yielded results that demonstrated that the EQ-i:YV and the EQ-i:YV(S) assessment scales identify factors of emotional intelligence in both children and adolescents (Bar-On & Parker, 2000). Validity refers to the extent that an instrument accurately measures the intended construct, which in this case is youth emotional intelligence (Bar-On & Parker, 2000). An exploratory factor analysis resulted in the emergence of four empirical factors that matched closely with the four intended emotional intelligence scales on the EQ-i:YV (S) (Bar-On & Parker, 2000). All 24 items yielded at least moderate results in matching the intended factor and showed very low loadings with the other factors (Bar-On & Parker, 2000). Bar-On and Parker caution that validating instruments should be an ongoing process; however, the findings thus far indicate that the EQ-i:YV and the EQ-i:YV(S) assessment scales are valid in that they adequately identify emotional intelligence in both children and adolescents (2000).

Institutional Review Board

The purpose of the Institutional Review Board is to protect research participants and ensure that the institutional, local, state, and federal regulations, policies, and principles are followed precisely throughout the entirety of the study. The Auburn University IRB reviewed and approved all of the research activities conducted during this study (Appendix A).

Data Collection

Alabama FFA officers that served at either the chapter, district, or state level during the 2023-2024 school year participated in this study. The chapter officers were selected from those chapters that ranked as a top five FFA chapter in the state of Alabama based on the results of their National Chapter Award application. These five chapters were Beauregard FFA, Douglas FFA, Cedar Bluff FFA, Southside FFA, and Southern Choctaw FFA.

The researcher distributed the survey links for both the MLQ and the Bar-On EQ-i:YV(S) to the FFA advisor responsible for the respective students. This individual then forwarded the email to the FFA officers under their care (Appendix A). The FFA advisors were responsible for both reminding the officers to complete the surveys and supervising survey completion.

Each of the FFA chapter officer teams consisted of at least six officers. Both the district and state teams consist of six officers. As a result, there was a potential for 54 FFA officers to participate in the study. 30 officers from the five chapters, 18 officers from the three district officer teams, and six officers from the state officer team were invited to participate. Data collection occurred at various FFA leadership events from June 2024 to August 2024; therefore, only those officers who attended these FFA leadership events comprised the population. Of the 54 officers who were initially invited to participate, only 47 FFA officers (87.04%) attended FFA leadership events during the summer of 2024. Of these, 42 officers (77.78%) completed both the MLQ and Bar-On EQ-i:YV(S) surveys. Five officers (9.30%) did not attempt the Bar-On EQ-iYV(S). All 47 MLQ surveys and all 42 Bar-On EQ-i:YV(S) surveys were usable and included in this research study. Because demographic data was not collected for the MLQ due to IRB concerns with student confidentiality, the only characteristic data available is for the 42 students who completed the Bar-On EQ-i:YV(S) instrument. Table 1 shows the demographic data collected for these participants.

Of the 42 participants, 73.8% were female ($N = 31$) and 26.2% were male ($N = 11$).

Regarding participant age, 9.5% were 15 years old ($N = 4$), 14.3% were 16 years old ($N = 6$),

54.8% were 17 years old ($N = 23$), and 21.4% were 18 years old ($N = 9$). Concerning the FFA

officer level of the participants, 57.1% ($N = 24$) served at the chapter level, 28.6% ($N = 12$)

served at the district level, and 14.3% ($N = 6$) served at the state level.

Table 1

Characteristics of Study Participants Based on the Bar-On EQ:iYV(S)

Gender:	Female	31	73.8%
	Male	11	26.2%
Age:	15	4	9.5%
	16	6	14.3%
	17	23	54.8%
	18	9	21.4%
FFA Officer Level	Chapter	24	57.1%
	District	12	28.6%
	State	6	14.3%

Note. N=42

Data Analysis Procedures

A combination of statistical analysis and descriptive procedures were conducted to address

the research objectives. These procedures included characteristic calculations, one-sample *t* tests,

and one-way Analysis of Variance. IBM SPSS (Version 29) was utilized to analyze the data

collected. Characteristics are reported to analyze the personal characteristics of the FFA officer

population being studied and to gain insight into the Multifactor Leadership Questionnaire

(MLQ) and the Bar-On Emotional Quotient Inventory: Youth Version Short Form (EQ:iYV(S))

scale scores. A summary of analysis procedures for each research objective is included in each

objective section.

Objective #1 - Describe Alabama FFA officers' self-perceptions of their leadership behaviors.

This objective examines the leadership self-perceptions of the study participants. All participants served in a leadership role as an officer during the 2023-2024 school year, and this objective focuses on their perceived leadership behaviors and their alignment with the transformational, transactional, and laissez-faire components of the Full Range Leadership Model. Survey results from the MLQ were analyzed, and descriptive statistics were conducted on each of the 12 MLQ scales.

Objective #2 - Determine if Alabama FFA officers' self-perceptions of leadership behaviors differ from national averages.

The purpose of this objective is to compare the leadership self-perceptions of the Alabama FFA officers to the national averages as determined by the MLQ. Doing so can provide insight into how Alabama's FFA officers compare to the national means. Survey results from the MLQ and the U.S. MLQ norm data were utilized, and a one-way *t* test was conducted to perform the analysis.

Objective #3 - Describe the Alabama FFA officers' emotional intelligence.

This objective examines the emotional intelligence of the Alabama FFA officers who participated in the study. Data was separated by gender, age, and officer level. Survey results from the Bar-On EQ:iYV(S) were analyzed, and descriptive statistics were conducted for each of the scales.

Objective #4 - Determine if Alabama FFA officers' emotional intelligence scores differ from national averages.

Comparing survey data with the national averages will assist in determining if the participants have lower, average, or higher-than-average emotional intelligence. The Bar-On EQ:iYV(S) provides norm data based on both gender and age, and this data was utilized to

determine where the officers align with the national averages. To achieve this, one-way *t* tests were conducted for gender and age.

Objective #5 - Determine if emotional intelligence differs among FFA officers serving in higher leadership roles.

The purpose of this objective is to determine if FFA officers serving in higher leadership roles differ in emotional intelligence than those serving in lower leadership roles. For example, the objective examines if the participants serving as state officers differ in emotional intelligence scores from the district officers, compares the emotional intelligence of the district officers to those serving at chapter officer level, and observes the emotional intelligence of the state officers in comparison to the chapter officers. To achieve this, a one-way Analysis of Variance was conducted to see if a difference exists among the mean emotional intelligence scores of the three different officer levels.

Chapter IV

Data Analysis and Research Findings

The intent of this quantitative study is to examine the emotional intelligence of students serving as FFA officers across the state of Alabama during the 2023-2024 school year. To achieve this, the following research objectives were used to guide the study.

1.) Describe Alabama FFA officers' self-perceptions of their leadership behaviors.

2.) Determine if Alabama FFA officers' self-perceptions of leadership behaviors differ from national averages.

3.) Describe the Alabama FFA officers' emotional intelligence.

4.) Determine if Alabama FFA officers' emotional intelligence scores differ from national averages.

5.) Determine if emotional intelligence differs among FFA officers serving in higher leadership roles.

Data Analysis by Research Objectives

Objective #1 - Describe Alabama FFA officers' self-perceptions of their leadership behaviors.

The MLQ utilizes a 5-point rating scale (0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, and 4 = Frequently, if not always) (Bass & Avolio, 2004). Each of the nine leadership scales described in the MLQ is represented across four questions on the assessment, which results in 36 of the 45 questions focusing on the nine leadership scales (Antonakis et al., 2003; Bass & Riggio, 2006). The remaining nine questions on the assessment focus on three different leadership outcome scales (Antonakis et al., 2003; Bass & Riggio, 2006).

Results from 47 officers were aggregated for each of the MLQ scales. The transformational leadership scales: idealized influence – attributed ($M = 2.90$, $SD = 0.61$), idealized influence – behaviors ($M = 3.09$, $SD = 0.59$), inspirational motivation ($M = 3.13$, $SD = 0.59$), intellectual stimulation ($M = 3.04$, $SD = 0.64$), and individualized consideration ($M = 3.14$, $SD = 0.60$) resulted in an average overall transformational leadership score of 3.06 ($SD = 0.50$). The transactional scales were contingent reward ($M = 2.96$, $SD = 0.56$), management-by-exception: active ($M = 2.17$, $SD = 0.76$), and management-by-exception: passive ($M = 0.86$, $SD = 0.56$). The average on the laissez-faire scale was 0.62 ($SD = 0.65$). Using Lindner and Lindner (2024) for the true limits, all items were rated at Fairly Often (2.51 - 3.50) with the exception of management-by-exception: active, management-by-exception: passive, and laissez-faire. Management-by-exception: active was rated at Sometimes (1.51 - 2.50) while management-by-exception: passive and laissez-faire were both rated at Once in a While (.51 – 1.50) (see Table 2).

Table 2

MLQ Leadership Styles and Scales

Leadership Styles	Scales	*M*	*SD*	Qualifier
Transformational	Idealized Influence - Attributed	2.90	0.61	Fairly Often
	Idealized Influence - Behaviors	3.09	0.59	Fairly Often
	Inspirational Motivation	3.13	0.59	Fairly Often
	Intellectual Stimulation	3.04	0.64	Fairly Often
	Individualized Consideration	3.14	0.60	Fairly Often
Transactional	Contingent Reward	2.96	0.56	Fairly Often
	Management-by-Exception: Active	2.17	0.76	Sometimes
	Management-by-Exception: Passive	0.86	0.56	Once in a While
Laissez-Faire	Laissez-Faire	0.62	0.65	Once in a While

Note. N=47

Results from the three leadership outcomes scales: extra effort ($M = 2.72$, $SD = 0.58$), effectiveness ($M = 3.19$, $SD = 0.56$), and satisfaction with the leadership ($M = 3.11$, $SD = 0.69$) were also included. Using Lindner and Lindner (2024) for the true limits, each of the leadership outcomes items were rated at Fairly Often (2.51 - 3.50) (see Table 3).

Table 3

MLQ Leadership Outcomes and Scales

Leadership Outcomes	Scales	*M*	*SD*	Qualifier
	Extra Effort	2.72	0.58	Fairly Often
	Effectiveness	3.19	0.56	Fairly Often
	Satisfaction with Leadership	3.11	0.69	Fairly Often

Note. N=47

Objective #2 - Determine if Alabama FFA officers' perceptions of leadership behaviors differ from national averages.

A single sample *t* test was calculated to compare the sample with the MLQ self-report national data for the United States. Lindner and Lindner (2024) provided a suggested scale for interpreting effect size (Small = ES < .19, Medium = .20 - .49, Large = > .50). The idealized influence – behaviors scale was higher than the U.S. norms on the MLQ self-report assessment but was found not to be statistically significant and had a small Cohen's *d* effect size $t(46) = 1.13$, $p = .27$, $d = .17$. The inspirational motivation scale was higher than the U.S. norms on the MLQ self-report assessment but was not statistically significant and had a small Cohen's *d* effect size $t(46) = 1.01$, $p = .28$, $d = .16$. Intellectual stimulation was higher than the U.S. norms on the MLQ self-report assessment but was not statistically significant and had a small Cohen's *d* effect size $t(46) = .95$, $p = .35$, $d = .14$. The management-by-exception: active scale was higher than the U.S. norms on the MLQ self-report assessment and was found to be statistically significant with a medium to large Cohen's *d* effect size $t(46) = 5.36$, $p = <.001$, $d = .78$. Laissez-faire was higher

than the U.S. norms on the MLQ self-report assessment but was not found to be statistically significant and had a small Cohen's *d* effect size $t(46) = .12$, $p = .91$, $d = .02$. The effectiveness scale was higher than the U.S. norms on the MLQ self-report assessment but was not found to be statistically significant and had a small Cohen's *d* effect size $t(46) = .608$, $p = .55$, $d = .09$. The satisfaction with leadership scale was higher than the U.S. norms on the MLQ self-report assessment but was not found to be statistically significant and had a small Cohen's *d* effect size $t(46) = .16$, $p = .87$, $d = .02$. The idealized influence – attributed scale was below the U.S. norms on the MLQ self-report assessment but was not statistically significant and had a small Cohen's *d* effect size $t(46) = -.54$, $p = .59$, $d = -.08$. Individualized consideration was below the U.S. norms on the MLQ self-report assessment but was not statistically significant and had a small Cohen's *d* effect size $t(46) = -.25$, $p = .81$, $d = -.04$. Contingent reward was below the U.S. norms on the MLQ self-report assessment but was not statistically significant and had a medium Cohen's *d* effect size $t(46) = -.32$, $p = .75$, $d = .56$. The management-by-exception: passive scale was below the U.S. norms on the MLQ self-report assessment and was statistically significant with a small Cohen's *d* effect size $t(46) = -2.62$, $p = .01$, $d = -.38$. The extra effort scale was below the U.S. norms on the MLQ self-report assessment but was not statistically significant and had a small Cohen's *d* effect size $t(46) = -.84$, $p = .41$, $d = -.12$ (see Table 4).

Table 4

Comparison of MLQ Results to U.S. Norms

MLQ Scales	Survey Data		U.S. Norm Data (Self)		df	t	Two-Sided p	Effect Size*
	M	*SD*	*M*	*SD*				
Idealized Influence - Attributed	2.90	0.61	2.95	0.53	46	-.54	.59	-.08
Idealized Influence - Behaviors	3.09	0.59	2.99	0.59	46	1.13	.27	.17
Inspirational Motivation	3.13	0.59	3.04	0.59	46	1.09	.28	.16
Intellectual Stimulation	3.04	0.64	2.96	0.52	46	.95	.35	.14
Individualized Consideration	3.14	0.60	3.16	0.52	46	-.25	.81	-.04
Contingent Reward	2.96	0.56	2.99	0.53	46	-.32	.75	.56
Management-by-Exception: Active	2.17	0.76	1.58	0.79	46	5.36	<.001	.76
Management-by-Exception: Passive	0.86	0.56	1.07	0.62	46	-2.62	.01	-.38
Laissez-Faire	0.62	0.65	0.61	0.52	46	.12	.91	.02
Extra Effort	2.72	0.58	2.79	0.61	46	-.84	.41	-.12
Effectiveness	3.19	0.56	3.14	0.51	46	.61	.55	.09
Satisfaction with Leadership	3.11	0.69	3.09	0.55	46	.16	.87	.02
Four I's of Transformational Leadership	3.06	0.50						

Note. N=47 *Cohen's *d* was used for effect size (Field, 2013)

Objective #3 - Describe the Alabama FFA officers' emotional intelligence.

The Bar-On EQ:iYV(S) utilizes a 4-point Likert scale format ("Not True of Me (Never, Seldom)", "Just a Little True of Me (Sometimes)", "Pretty Much True of Me (Often)", and "Very Much True of Me (Very Often))" (Bar-On & Parker, 2000). When completing the assessment, respondents utilize the response options to illustrate the extent to which they relate to each statement (Bar-On & Parker, 2000). The Bar-On EQ:iYV(S) consists of 30 items and contains six scales: intrapersonal, interpersonal, stress management, adaptability, total EQ, and positive impression (Bar-On & Parker, 2000). The intrapersonal, interpersonal, stress

management, and adaptability scales represent four of the primary dimensions of the Bar-On EQ:i model, while the total EQ scale provides an overall score for the capacity to demonstrate emotionally and socially intelligent behavior (Bar-On & Parker, 2000). The positive impression scale intends to detect when the respondents are providing an exaggerated positive impression and are presenting themselves in an overly positive manner (Bar-On & Parker, 2000). These scores are reported back to participants in a standardized form with $M = 100$ and $SD = 15$.

The Bar-On EQ:iYV(S) was completed by 42 officers, and the results were aggregated for each of the scales. Respondents indicated: intrapersonal scale ($M = 97.96$, $SD = 13.79$), interpersonal ($M = 105.90$, $SD = 13.42$), stress management ($M = 110.62$, $SD = 11.89$), adaptability ($M = 114.21$, $SD = 13.03$), positive impression ($M = 100.31$, $SD = 14.50$), and total EQ ($M = 111.02$, $SD = 13.38$). The results are illustrated below in Table 5.

Table 5

Bar-On EQ:iYV(S) Scales

Scales	*M*	*SD*
Intrapersonal	97.86	13.79
Interpersonal	105.90	13.42
Stress Management	110.62	11.89
Adaptability	114.21	13.03
Positive Impression	100.31	14.50
Total EQ	111.02	13.38

Note. N=42

Objective #4 - Determine if Alabama FFA officers' emotional intelligence scores differ from national averages.

A single-sample *t* test was conducted to compare survey results with the Bar-On EQ:iYV(S) norm data for the United States. The Bar-On EQ:iYV(S) converts the raw scores into standard scores with a mean set at 100 and a standard deviation of 15. Using this to compare our sample to national data, the interpersonal scale was higher than the U.S. norms, was found to be

statistically significant, and had a small to medium Cohen's *d* effect size $t(41) = 2.85$, $p = .01$, *d*

= .44. The stress management scale was higher than the U.S. norms, was found to be statistically

significant, and had a large Cohen's *d* effect size $t(41) = 5.79$, $p = <.001$, $d = .89$. Adaptability

was higher than the U.S. norms, was found to be statistically significant, and had a large Cohen's

d effect size $t(41) = 7.07$, $p = <.001$, $d = 1.09$. The positive impression scale was higher than the

U.S. norms, was not found to be statistically significant, and had a small Cohen's *d* effect size

$t(41) = .14$, $p = .89$, $d = .02$. The total EQ scale was higher than the U.S. norms, was found to be

statistically significant, and had a large effect size $t(41) = 5.34$, $p = <.001$, $d = .82$. The only scale

that was below the U.S. norm was the intrapersonal scale, and the difference was not found to be

statistically significant and had a small Cohen's d effect size $t(41) = -1.01$, $p = .32$, $d = -.16$ (See

Table 6).

Table 6

Comparison of Bar-On EQ:iYV(S) Results to U.S. Norms

EQ Scales	Survey Data		U.S. Norm Data (Self)		df	t	Two-Sided p	Effect Size*
	M	*SD*	*M*	*SD*				
Intrapersonal	97.86	13.79	100	15	41	-1.01	.32	-.16
Interpersonal	105.90	13.42	100	15	41	2.85	.01	.44
Stress Management	110.62	11.89	100	15	41	5.79	<.001	.89
Adaptability	114.21	13.03	100	15	41	7.07	<.001	1.09
Positive Impression	100.31	14.50	100	15	41	.138	.89	.02
Total EQ	111.02	13.38	100	15	41	5.34	<.001	.82

Note. N=42 *Cohen's *d* was used for effect size (Field, 2013)

Objective #5 - Determine if emotional intelligence differs among FFA officers serving in higher

leadership roles.

The Bar-On EQ:iYV(S) provides general guidelines to assist with interpreting the standard scores. These guidelines are "Markedly Low" (Under 70), "Very Low" (70-79), Low (80-89), "Average" (90-109), "High" (110-119), "Very High" (120-129), and "Markedly High" (130+) (Bar-On & Parker, 2000). "Markedly Low" implies an atypical and impaired emotional and social capacity, "Very Low" suggests an emotional and social capacity that is extremely underdeveloped, "Low" indicates an underdeveloped emotional and social capacity, "Average" suggests an adequate emotional and social capacity, "High" implies an emotional and social capacity that is well-developed, "Very High" implies an extremely well-developed emotional and social capacity, and "Markedly High" suggests an emotional and social capacity that is atypical and well-developed (Bar-On & Parker, 2000).

Table 7 shows the mean scores on the intrapersonal scale by officer level. The chapter officers ($M = 98.08$, $SD = 12.94$) and district officers ($M = 88.83$, $SD = 7.72$) were both below the U.S. average, while the state officers ($M = 115$, $SD = 10.49$) were above the U.S. mean. According to the guidelines, the mean score for the intrapersonal scale for the chapter officers was "Average", the district officers' mean score was "Low", and the state officers' mean score was "High".

Table 7

Intrapersonal Scale by Officer Level

	N	M	SD	Guideline
Chapter	24	98.08	12.94	Average
District	12	88.83	7.72	Low
State	6	115.00	10.49	High
Total	42	97.86	13.79	

Note. N=42

Table 8 illustrates the mean scores that were calculated by officer level on the interpersonal scale. The chapter officers ($M = 106.8$, $SD = 12.47$), district officers ($M = 102.25$,

SD = 16.25), and state officers (*M* = 105.90, *SD* = 13.42) all scored above the U.S. average. The

guidelines indicate that the chapter and district officers scored an "Average" mean score while

the state officers scored a "High" mean score on the interpersonal scale.

Table 8

Interpersonal Scale by Officer Level

	N	*M*	*SD*	Guideline
Chapter	24	106.08	12.47	Average
District	12	102.25	16.25	Average
State	6	112.50	9.83	High
Total	42	105.90	13.42	

Note. N=42

The officers' mean scores that were calculated on the stress management scale are shown

in Table 9. The chapter (*M* = 111.17, *SD* = 12.01), district (*M* = 109.00, *SD* = 11.64), and state

officers (*M* = 111.67, *SD* = 13.69) all scored above the U.S. mean. The guidelines indicate that

the average scores for stress management for the chapter and state officers were "High" while

the mean for the district officers was "Average".

Table 9

Stress Management Scale by Officer
Level

	N	*M*	*SD*	Guideline
Chapter	24	111.17	12.01	High
District	12	109.00	11.64	Average
State	6	111.67	13.69	High
Total	42	110.62	11.89	

Note. N=42

Table 10 shows the mean scores on the adaptability scale by officer level. The chapter

officers (*M* = 113.42, *SD* = 13.42), district officers (*M* = 113.75, *SD* 14.52), and state officers (*M*

= 118.33, *SD* = 8.76) all scored above the national average. The adaptability mean scores for the

chapter, district, and state officers all ranked "High" according to the guidelines.

Table 10

Adaptability Scale by Officer Level

	N	M	SD	Guideline
Chapter	24	113.42	13.42	High
District	12	113.75	14.52	High
State	6	118.33	8.76	High
Total	42	114.21	13.03	

Note. N=42

Table 11 shows the means calculations by officer level on the positive impression scale.

On this scale, the chapter ($M = 101.08$, $SD = 14.26$) and state officers ($M = 108.17$, $SD = 14.28$) were above the U.S. norms, while the district officers ($M = 94.83$, $SD = 14.06$) were below the norm. The chapter, district, and state officers' mean scores on positive impression were all "Average" according to the guidelines.

Table 11

Positive Impression Scale by Officer Level

	N	M	SD	Guideline
Chapter	24	101.08	14.26	Average
District	12	94.83	14.06	Average
State	6	108.17	14.28	Average
Total	42	100.31	14.50	

Note. N=42

The officers' mean scores that were calculated on the total EQ scale are shown in Table 12. The chapter ($M = 111.13$, $SD = 11.83$), district ($M = 104.83$, $SD = 13.56$), and state officers ($M = 123.00$, $SD = 12.46$) were all above the U.S. norm. According to the guidelines, the mean score for the chapter officers was "High," the mean for the district officers was "Average," and the mean for the state officers was "Very High" on the total EQ scale.

Table 12

Total EQ Scale by Officer Level

	N	M	SD	Guideline
Chapter	24	111.13	11.83	High
District	12	104.83	13.56	Average
State	6	123.00	12.46	Very High
Total	42	111.00	13.38	

Note. N=42

An Analysis of Variance was calculated to determine if differences exist among the emotional intelligence scores of the three different officer levels. Testing at the ($\alpha = .05$) level the ANOVA indicated that statistical differences were present when different levels of officer were compared on the intrapersonal scale ($F(2,39) = 10.58$, $p < 0.01$, $\omega^2 = 0.31$) with a small to medium effect size. A pairwise comparison using the Bonferroni correction was calculated and indicated the chapter officers ($M = 98.08$, $SD = 12.94$) and district officers ($M = 88.83$, $SD = 7.72$) were both below the U.S. average, while the state officers ($M = 115$, $SD = 10.49$) were above the U.S. mean. A pairwise comparison using the Bonferroni correction indicated a statistically significant difference between chapter officers and state officers ($p = 0.01$) and between district officers and state officers ($p < 0.01$). The ANOVA also indicated that statistical differences were present when the officers were compared on the total EQ scale ($F(2,39) = 4.28$, $p = .02$, $\omega^2 = 0.14$) with a small effect size. A pairwise comparison on the total EQ scale using the Bonferroni correction was calculated and indicated the chapter officers ($M = 111.13$, $SD = 11.83$), district officers ($M = 104.83$, $SD = 13.56$), and state officers ($M = 123.00$, $SD = 12.46$) were above the U.S. average. The pairwise comparison indicated a statistically significant difference between district and state officers ($p = .02$) (see Table 13).

Table 13

Comparison of Bar-On EQ:iYV(S) Results by Officer Level

EQ Scale	Officer Level	Officer Level	Mean Difference	Std. Error	p	95% Confidence Interval for Difference	
						Lower Bound	Upper Bound
Intrapersonal	Chapter	District	9.25	4.03	.09	-.82	19.32
		State	-16.92*	5.20	.01	-29.92	-3.92
	District	Chapter	-9.25	4.03	.08	-19.32	.82
		State	-26.17*	5.69	<.001	-40.41	-11.93
	State	Chapter	16.92*	5.20	.01	3.92	29.92
		District	26.17*	5.69	<.001	11.93	40.41
Interpersonal	Chapter	District	3.83	4.72	1.00	-7.99	15.65
		State	-6.42	6.10	.90	-21.67	8.84
	District	Chapter	-3.83	4.72	1.00	-15.65	7.99
		State	-10.25	6.68	.40	-26.96	6.46
	State	Chapter	6.42	6.10	.90	-8.84	21.67
		District	10.25	6.68	.40	-6.46	26.96
Stress Management	Chapter	District	2.17	4.29	1.00	-8.57	12.90
		State	-.50	5.54	1.00	-14.36	13.36
	District	Chapter	-2.17	4.29	1.00	-12.90	8.57
		State	-2.67	6.07	1.00	-17.85	12.52
	State	Chapter	.50	5.54	1.00	-13.36	14.36
		District	2.67	6.07	1.00	-12.52	17.85
Adaptability	Chapter	District	-.33	4.68	1.00	-12.05	11.38
		State	-4.92	6.05	1.00	-20.04	10.21
	District	Chapter	.33	4.68	1.00	-11.38	12.05
		State	-4.58	6.62	1.00	-21.15	11.99
	State	Chapter	4.92	6.05	1.00	-10.21	20.04
		District	4.58	6.62	1.00	-11.99	21.15
Positive Impression	Chapter	District	6.25	5.02	.66	-6.31	18.81
		State	-7.08	6.48	.84	-23.30	9.14
	District	Chapter	-6.25	5.02	.662	-18.81	6.31
		State	-13.33	7.10	.20	-31.10	4.44
	State	Chapter	7.08	6.48	.84	-9.14	23.30
		District	13.33	7.10	.20	-4.44	31.10
Total EQ	Chapter	District	6.29	4.39	.48	-4.69	17.28
		State	-11.88	5.67	.13	-26.06	2.31
	District	Chapter	-6.29	4.40	.48	-17.28	4.69
		State	-18.17*	6.21	.02	-33.70	-2.63
	State	Chapter	11.88	5.67	.13	-2.31	26.06
		District	18.17*	6.21	.02	2.63	33.70

Note. N=42 *The mean difference is significant at the .05 level.

Summary of Findings

A total of 47 Alabama FFA officers participated in the study. A one-way *t* test was conducted to compare survey results with the MLQ self-report norm data for the United States. The idealized influence – behaviors, inspirational motivation, intellectual stimulation, management-by-exception: active, laissez-faire, effectiveness, and satisfaction with leadership scales were higher than the US norms. The idealized influence – attributed, individualized consideration, contingent reward, management-by-exception: passive, and extra effort scales were all below the US means.

The only scales that showed a statistically significant difference from the U.S. norms on the MLQ self-report were the management-by-exception: active scale ($p < .001$) and the management-by-exception: passive scale ($p = .01$). None of the 10 remaining scales showed a statistically significant difference between the U.S. norms and the survey data that was collected. An illustration of the MLQ results can be found in Figure 1.

Figure 1

COMPARISON OF MLQ RESULTS TO U.S. NORMS

■ FFA Officers   ■ U.S. Norm

BUILDS TRUST (IIA): 2.9 / 2.95
ACTS WITH INTEGRITY (IIB): 3.09 / 2.99
ENCOURAGES OTHERS (IM): 3.13 / 3.04
ENCOURAGES INNOVATIVE THINKING (IS): 3.04 / 2.96
COACHES AND DEVELOPS PEOPLE (IC): 3.14 / 3.16
REWARDS ACHIEVEMENT (CR): 2.96 / 2.99
MONITORS DEVIATIONS AND MISTAKES (MBEA): 2.17 / 1.58
FIGHTS FIRES (MBEP): 0.86 / 1.07
AVOIDS INVOLVEMENT (LF): 0.62 / 0.61
GENERATES EXTRA EFFORT (EE): 2.72 / 2.79
IS PRODUCTIVE (EFF): 3.19 / 3.14
GENERATES SATISFACTION (SAT): 3.11 / 3.09

Of the 47 study participants, only 42 completed the Bar-On EQ:iYV(S). A one-way *t* test was conducted to compare survey results with the Bar-On EQ:iYV(S) norm data for the United States. The interpersonal, stress management, adaptability, positive impression, and total EQ scales were all higher than the US norms. The only scale that was below the U.S. average was the intrapersonal scale.

Four of the scales showed a statistically significant difference from the U.S. norms: interpersonal, stress management, adaptability, and total EQ. The two remaining scales

(intrapersonal and positive impression) did not show a statistically significant difference between the U.S. norms and the survey data that was collected. Figure 2 illustrates this data.
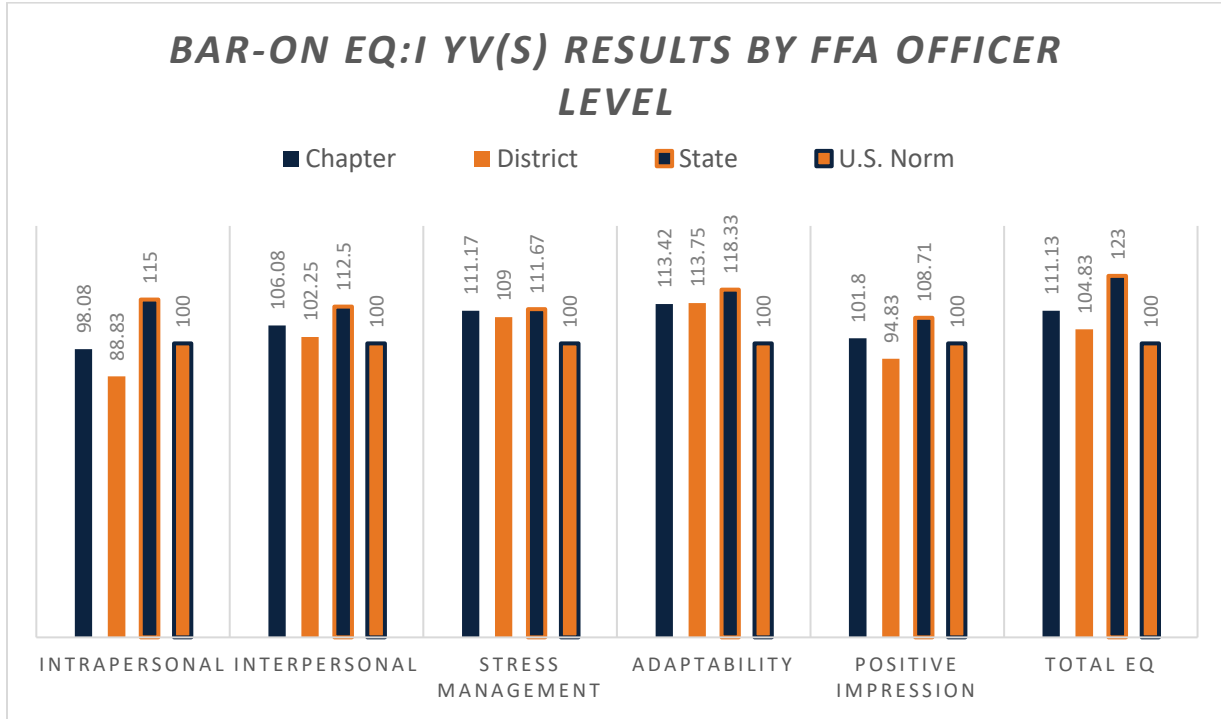
Figure 2

COMPARISON OF BAR-ON EQ:I YV(S) RESULTS TO U.S. NORMS

■ FFA Officers   ■ U.S. Norms

	INTRAPERSONAL	INTERPERSONAL	STRESS MANAGEMENT	ADAPTABILITY	POSITIVE IMPRESSION	TOTAL EQ
FFA Officers	97.86	105.9	110.62	114.21	100.31	111.02
U.S. Norms	100	100	100	100	100	100
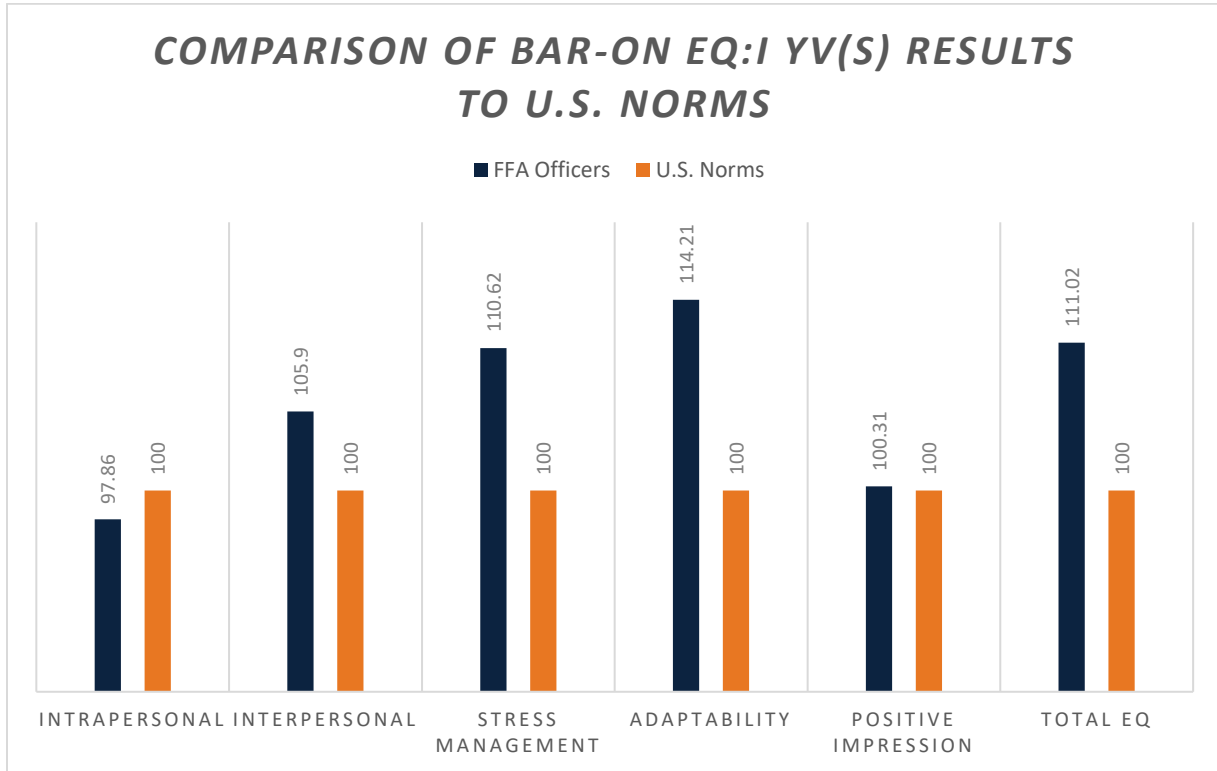
A one-way ANOVA was conducted to determine if any statistically significant differences existed among the chapter, district, and state officer levels. The ANOVA results showed a statistically significant difference between the intrapersonal scale and the total EQ scale. To determine at which level the statistically significant differences were occurring, Post Hoc testing was conducted. Using the Bonferroni correction, a statistically significant difference was found on the intrapersonal scale between chapter and state officers and between district and state officers. A statistically significant difference was also found on the total EQ scale between district and state officers. Figure 3 illustrates these results.

Figure 3

BAR-ON EQ:I YV(S) RESULTS BY FFA OFFICER LEVEL

- Chapter
- District
- State
- U.S. Norm

	INTRAPERSONAL	INTERPERSONAL	STRESS MANAGEMENT	ADAPTABILITY	POSITIVE IMPRESSION	TOTAL EQ
Chapter	98.08	106.08	111.17	113.42	101.8	111.13
District	88.83	102.25	109	113.75	94.83	104.83
State	115	112.5	111.67	118.33	108.71	123
U.S. Norm	100	100	100	100	100	100

Chapter V

Conclusions and Implications for Future Research

Summary

Leadership has been referenced as one of the most examined but least understood constructs on earth (Burns, 1978/1995). Despite centuries of inquiry into the leadership paradigm (Goethals et al., 2004), exploration continues into the behaviors, skills, and characteristics that constitute an effective leader. This research study examined some of these leadership behaviors and observed the emotional intelligence of adolescents with prior leadership experience.

Multiple studies exist that indicate a connection between emotional intelligence and leadership ability (Argabright et al., 2013; Avolio & Bass, 2004; Barling et al., 2000; Bar-On, 2006; Bharwaney et al., 2011; Boyatzis et al., 2013; Cavallo & Brienza, 2002; Charbonneau & Nicol, 2002; Downey et al., 2006; Duncan et al., 2017; Goleman, 1998a; Hastings & McElravy, 2020; Humphrey, 2002; McElravy & Hastings, 2014; Kaoun, 2019; Mills, 2009; Rosete & Ciarrochi, 2005; Watkins et al., 2017; Wolff et al., 2002); however, this connection has not been heavily researched among the adolescent population (Charbonneau & Nicol, 2002; Harrod & Scheer, 2005). This study endeavored to provide further insight into the leadership behaviors and emotional intelligence of adolescents serving in leadership roles as FFA officers.

Due to the National FFA Organization's focus on leadership development (National FFA Organization, 2024e), students with leadership experience as FFA officers were selected to serve as the population for the study. The intent of this quantitative study is to examine the emotional intelligence of students serving as FFA officers across the state of Alabama during the 2023-2024 school year.

This study also aimed to assist with improving adolescent leadership preparation. A considerable leadership transfer is anticipated to occur within the next twenty years, which will result in over half of the leadership positions in our work force being passed down to the younger generation (Hastings & McElravy, 2020). Results obtained through this study can potentially influence the design of adolescent leadership training programs and assist with guiding future research.

Research Objectives

1. Describe Alabama FFA officers' self-perceptions of their leadership behaviors.

2. Determine if Alabama FFA officers' self-perceptions of leadership behaviors differ from national averages.

3. Describe the Alabama FFA officers' emotional intelligence.

4. Determine if Alabama FFA officers' emotional intelligence scores differ from national averages.

5. Determine if emotional intelligence differs among FFA officers serving in higher leadership roles.

Study Design and Procedures

This quantitative research study included 47 FFA officers that were serving at either the chapter, district, or state level in Alabama during the 2023-2024 school year. Two commercially available instruments were utilized, the Multifactor Leadership Questionnaire (MLQ) and the Bar-On Emotional Quotient Inventory: Youth Version Short Form (Bar-On EQ:iYV(S)). The MLQ analyzed leadership behaviors across nine leadership scales and three additional leadership outcome scales (Avolio & Bass, 2004). The Bar-On EQ:iYV(S) assessed the emotional-social

intelligence across six scales (Bar-On & Parker, 2000). Both instruments were distributed via an email link to the FFA advisors of each officer.

Discussion of Findings by Research Objective

Objective #1 - Describe Alabama FFA officers' self-perceptions of their leadership behaviors.

The MLQ was utilized to assess the officers' perceptions of their leadership behaviors. 47 officers completed the assessment, and the results were aggregated for each of the 12 MLQ scales. The MLQ utilizes a 5-point rating scale (0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often, and 4 = Frequently, if not always) (Bass & Avolio, 2004). The means for all of the leadership behavior scales were rated "Fairly Often" with the exception of management-by-exception: active (Sometimes), management-by-exception: passive (Once in a While), and laissez-faire (Once in a While).

The findings indicate that the officers perceive themselves as displaying all five transformational leadership behaviors "Fairly Often." The officers most frequently displaying transformational leadership behaviors indicates that they serve as role models for their followers (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019), possess attributes that result in the earned trust and respect of their followers (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Riggio, 2006; Northouse, 2019), inspire and motivate their followers (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019), promote creativity and innovation among followers (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Riggio, 2006; Bass & Riggio, 2008; Cletzer et al., 2021; Northouse, 2019), and personalize follower interactions with a focus on individual needs (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Bass, 2008; Bass & Riggio, 2006).

In addition to the intentional and prescriptive transformational leadership development, the highly structured environment of the FFA likely contributes to the noted increase in the upper levels of transactional leadership (Rosch et al., 2015), such as was observed in this research. The officers reportedly exhibit contingent reward, the highest transactional leadership behavior, "Fairly Often." The officers frequently exhibiting the transactional contingent reward behaviors implies that the officers most often focus on task completion and follower compliance through the exchange of rewards for action (Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019). With the exception of the five components of transformational leadership, contingent reward is the most effective method of leadership due to its emphasis on follower motivation, performance, and achievement (Avolio & Bass, 2002; Bass, 1999; Bass & Riggio, 2006; Northouse, 2019).

The findings indicated that management-by-exception: active, the intermediate level of transactional leadership, is displayed by the officers "Sometimes," and management-by-exception: passive, the lower end of transactional leadership, was only reported as exhibited "Once in a While." The management-by-exception: active results indicate that the officers actively check for deviances and correct as necessary (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019) more frequently than the management-by-exception: passive approach of awaiting for deviations to occur before attempting to take action (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019).

The laissez-faire non-leadership behaviors were reportedly displayed "Once in a While." Due to laissez-faire representing the absence and avoidance of leadership (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019), the officers only occasionally

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displaying this style is reassuring. A more frequent display of these non-leadership behaviors on the officer team would likely be indicative of poor leadership.

Due to the leadership development offered through participation in the National FFA Organization (Kagay et al., 2015; McElravy & Hastings, 2014; Rosch et al., 2015; Whitehead, 2009), it is no surprise that the officers' leadership behavior shifted from the transformational leadership behaviors through the more passive transactional leadership behaviors and even further declined to the laissez-faire non-leadership behaviors. This implies that either the leadership development training provided through the National FFA organization is beneficial at improving the leadership capacities of its student leaders or that the officers selected to serve in these positions of leadership naturally exhibit more transformational leadership behaviors.

Objective #2 - Determine if Alabama FFA officers' self-perceptions of leadership behaviors differ from national averages.

The purpose of this objective was to determine how the chapter, district, and state FFA officers that participated in the study compared to the national averages on the MLQ self-report. To do this, a single-sample t test was calculated. All officers at all levels scored higher than the U.S. norms on the idealized influence – behaviors, inspirational motivation, and intellectual stimulation transformational leadership scales. As well, they all scored higher on the management-by-exception: active transactional scale, the laissez-faire scale, and both the effectiveness and satisfaction with leadership outcomes scales. The leaders all scored lower than the U.S. means on the idealized influence – attributed and individualized consideration transformational leadership scales. Additionally, they scored lower than the national averages on the contingent reward and management-by-exception: passive transactional leadership scales and on the extra effort leadership outcomes scale.

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While their scores differed from the national average, the only scales that were statistically different from the U.S. norms on the MLQ self-report were two of the transactional leadership scales: management-by-exception: active $t(46) = 5.36$, $p = <.001$, $d = .78$ and management-by-exception: passive $t(46) = -2.62$, $p = .01$, $d = -.38$. Although the other scales varied from the U.S. means, the differences were not statistically significant between the national averages and the survey data that was collected.

Before the results can be further interpreted, it should be noted that the higher the score on a particular scale, the more the behavior is perceived to be exhibited and the more the behavior is manifested (Bass & Avolio, 2004). Likewise, a lower score indicates that less of the behavior is perceived to be exhibited (Bass & Avolio, 2004). As a result, a high score on each scale is not necessarily desirable, and a low score does not automatically imply poor leadership behavior. Score interpretation depends upon the scale being observed and also the context in which the leadership behavior is occurring. Depending on the situation, such as chartering a new FFA program or starting a new business, the contingent reward or management-by-exception: active transactional leadership behaviors might be the most conducive; however, for an FFA chapter or business that is already up and running, the exhibition of transformational leadership behaviors would likely prove more beneficial. The only scale in which the higher score most likely implies poor leadership behaviors is the laissez-faire scale, as it is essentially the absence of leadership.

Results from this study concluded that the chapter, district, and state FFA officers' scores were statistically higher ($M = 2.17$, $SD = 0.76$) than the U.S. norms ($M = 1.58$, $SD = 0.79$) on the management-by-exception: active scale. This scale involves the leader actively monitoring for deviations from the standard and correcting the mistakes as needed (Bass & Riggio, 2006). The higher score on this scale indicates that the officers perceive themselves as being more proactive

than reactive when it comes to addressing issues, and this difference is statistically higher than the U.S. norm.

The chapter, district, and state FFA officers were statistically lower ($M = 0.86$, $SD = 0.56$) than the U.S. norms ($M = 1.07$, $SD = 0.62$) on the management-by-exception: passive scale. This scale indicates that the leader passively waits for deviations from the standard to occur and then corrects the action once the error has been made (Bass & Riggio, 2006). A lower score on this scale indicates that the officers perceive themselves as exhibiting less passive/reactive behavior. This behavior is the lowest leadership behavior that can be exhibited other than laissez-faire, so a statistically lower-than-average score on this leadership scale is considered positive to most youth leadership scholars.

Due to the National FFA Organization's emphasis on student leadership development (National FFA Organization, 2024e), the results obtained in this study regarding the leadership behaviors of the officers were not surprising. As state officers, district officers, and chapter officers of the top five chapters in the state, these officers should be the premier student leaders in the state of Alabama. As such, it was anticipated that the officers would primarily display transformational leadership behaviors as opposed to the less productive transactional and laissez-faire behaviors positioned toward the lower end of the Full Range Leadership Model. Additionally, the higher-than-average scores on the management-by-exception: active behaviors and the lower-than-average scores on the management-by-exception: passive behaviors indicate that the officers are proactive in looking for issues to arise and making corrections as necessary. These behaviors are beneficial because the initiative to seek out potential problems assists with mitigating any potential negative effects that might arise should the officer wait until the issue occurs. Again, it is unclear if the National FFA Organization develops these behaviors in

students or if these students were selected as officers due to the possession of these leadership behaviors.

Objective 3: Describe the Alabama FFA officers' emotional intelligence.

The Bar-On EQ:iYV(S) was utilized to asses the emotional intelligence of the FFA officers. This assessment was completed by 42 of the same officers, and the results were aggregated for each of the scales. These scales included the four components of the Bar-On Model of Emotional-Social Intelligence (interpersonal, intrapersonal, stress management, and adaptability), a total EQ scale, and a positive impression scale. The total EQ scale represented the individual's overall capacity for emotional and social intelligence, while the positive impression scale detects the likelihood that the respondents are exaggerating their responses in an overly positive manner (Bar-On & Parker, 2000).

The Bar-On EQ:iYV(S) consists of questions in a 4-point Likert scale format ("Not True of Me (Never, Seldom)", "Just a Little True of Me (Sometimes)", "Pretty Much True of Me (Often)", and "Very Much True of Me (Very Often)" (Bar-On & Parker, 2000). Respondents were tasked with indicating the extent to which they relate to each of the 30 statements that comprise the instrument. The raw scores for each scale were then converted and reported as a standardized score with a mean of 100 and a standard deviation of 15.

Study results of the six components of the Bar-On EQ:iYV(S) indicated that the officers scored the highest on the adaptability scale, followed by total EQ as the second highest scale, then stress management, interpersonal, positive impression, and lastly, intrapersonal. Based on the studies that connected emotional intelligence to leadership ability, it was anticipated that the total EQ scale would be the highest score for officers; therefore, the total EQ scale finishing as the second highest scale was unexpected. This implies that the officers have either learned to be

more adaptable through their service as an FFA officer or that they were selected as an officer due to their ability to be flexible and adapt to situations as they arise. However obtained, the ability to adapt was the greatest strength of this group of officers based on the components of the Bar-On model.

The intrapersonal scale was found to be the greatest weakness of this group of officers. The intrapersonal scale involves the individual recognizing and understanding their own feelings, expressing their beliefs, thoughts, and feelings, accurately self-appraising, realizing potential capacities, and being free from emotional dependency by being self-directed in both thinking and actions (Bar-On & Parker, 2000). The officers scoring the lowest on this scale indicates that they are not very well-understanding of their own emotions and, furthermore, do not know how to express their individual feelings and personal needs (Bar-On & Parker, 2000). The officers scoring the lowest on intrapersonal skills could be due to the officers placing more emphasis on their leadership duties and focusing more time on their followers.

Objective #4 - Determine if Alabama FFA officers' emotional intelligence scores differ from national averages.

This objective compares the Bar-On EQ:iYV(S) scores of the chapter, district, and state FFA officers to the norm data for the United States. To accomplish this objective, a single-sample *t* test was calculated. The officers that participated in the study scored above the national average in the adaptability ($M = 114.21$, $SD = 13.03$), total EQ ($M = 111.02$, $SD = 13.38$), stress management ($M = 110.62$, $SD = 11.89$), interpersonal ($M = 105.90$, $SD = 13.42$), and positive impression ($M = 100.31$, $SD = 14.50$) scales. The differences for the adaptability, total EQ, stress management, and interpersonal scales were all found to be statistically significant. The only

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scale in which the officers scored below the U.S. norm was the intrapersonal scale ($M = 97.86$,

$SD = 13.79$); however, this difference was not statistically significant.

Bar-On's sample of 9,172 children and adolescents suggests that females typically score

significantly higher than males in the intrapersonal, interpersonal, and total EQ scales (Bar-On &

Parker, 2000). Considering that the study population was heavily dominated by females (73.8%),

the intrapersonal, interpersonal, and total EQ scales were anticipated to be the three strongest

scales; however, as was mentioned in Objective 3, the intrapersonal scale ended up being the

weakest scale while the interpersonal scale came in fourth. Although total EQ finished as the

second highest, the intrapersonal and interpersonal scales occupying two of the three lowest

scales were counter to the national data. Results from each of the scales, beginning with the

officers' weakest and advancing to their strongest, will be discussed below. The positive

impression scale will be discussed in Objective 5.

When comparing the officers' results on each scale to the national data, it was found that

the intrapersonal skills of the officers were below the U.S. mean. Although the difference was

not statistically significant, it was still unanticipated as the National FFA Organization states that

it achieves the organization's mission statement by developing agricultural leaders that are both

assertive and competent (National FFA Organization, 2024d). Assertiveness is one of the five

key abilities of Bar-On's intrapersonal intelligence dimension (Bar-On & Parker, 2000);

therefore, it was reasonably anticipated that the FFA officers would score higher based on the

organization's emphasis on developing this ability within its members.

The statistically higher interpersonal skills of the FFA officers was of little surprise and

aligns with the National FFA Organization's goals. The National FFA Organization specifically

mentions accomplishing the organization's mission through the development of members'

interpersonal skills, such as human relations, teamwork, communications, and social interaction (National FFA Organization, 2024d). Due to the heavily social aspect of being an FFA officer and the relationships involved with both the officer team and the rest of the members, high interpersonal skills were anticipated and were observed. The interpersonal scale consists of the individual possessing awareness, understanding, and appreciation of others' feelings, being socially responsible by acting as a constructive and contributing member of the group, and establishing and maintaining relationships that are mutually satisfying (Bar-On & Parker, 2000). Although this was the officers' fourth lowest scale, their score on this scale still being statistically above the national average is indicative of the strength of their capacities for stress management, total EQ, and adaptability.

The officers scored statistically higher than the U.S. average on the stress management scale, and this difference had a large effect size. Due to the amount of responsibility involved with being an FFA officer, these officers are either able to manage stress better because of their experiences, or those who handle stress better are more likely to become officers.

Finding total EQ as the officers' second highest scale supports the literature connecting emotional intelligence to leadership; however, it would have been more likely to be the officers' strongest scale based on the numerous studies that found a connection between emotional intelligence and leadership (Argabright et al., 2013; Avolio & Bass, 2004; Barling et al., 2000; Bar-On, 2006; Bharwaney et al., 2011; Boyatzis et al., 2013; Cavallo & Brienza, 2002; Charbonneau & Nicol, 2002; Downey et al., 2006; Duncan et al., 2017; Goleman, 1998a; Hastings & McElravy, 2020; Humphrey, 2002; McElravy & Hastings, 2014; Kaoun, 2019; Mills, 2009; Rosete & Ciarrochi, 2005; Watkins et al., 2017; Wolff et al., 2002). The total EQ scale

having a large effect size indicates the level of difference these officers have compared to national averages.

The adaptability scale was not anticipated to be the highest scoring scale based on Bar-On's data showing that males typically have statistically higher adaptability scores than females (Bar-On & Parker, 2000). With females comprising nearly three-fourths of the study population, the adaptability scale was expected to be average or below average compared to Bar-On's data. The officers were not only higher than the U.S. average in the adaptability scale, but the difference was statistically significant and had a large effect size. This shows that they are much higher in adaptability than "average" adolescents their age, even overcoming the normally lower score of female participants. As with the other scales, it is unclear if the officers developed higher adaptability skills during their tenure as FFA officers or if they were selected for the officer positions based on their flexibility and ability to adapt.

Objective #5 - Determine if emotional intelligence differs among FFA officers serving in higher leadership roles.

The purpose of this objective was to analyze and compare the emotional intelligence between the levels of chapter, district, and state officers to determine if any differences existed among the officers serving at the different levels. To accomplish this, mean scores were calculated by officer level for each of the Bar-On EQ:iYV(S) scales. The mean scores were standardized by the company to a mean of 100 and a standard deviation of 15. Bar-On provides general guidelines to assist with score interpretation, and these guidelines consist of "Markedly Low" (Under 70), "Very Low" (70-79), "Low" (80-89), "Average" (90-109), "High" (110-119), "Very High" (120-129), and "Markedly High" (130+) (Bar-On & Parker, 2000). "Markedly Low" implies an emotional and social capacity that is atypical and impaired, "Very Low"

indicates an emotional and social capacity that is extremely underdeveloped, "Low" suggests an emotional and social capacity that is underdeveloped, "Average" implies an emotional and social capacity that is adequate, "High" indicates an emotional and social capacity that is well-developed, "Very High" suggests the emotional and social capacity is extremely well-developed, and "Markedly High" indicates that the emotional and social capacity is atypically well-developed (Bar-On & Parker, 2000).

The mean scores for the intrapersonal scales indicated that the chapter and district officers were below the U.S. average while the state officers were above the norm. The district officers ($M = 88.83$) scored "Low" according to the guidelines, which indicate that they have an underdeveloped capacity for emotional and social intelligence on the Intrapersonal scale. The chapter officers ($M = 98.08$) were "Average," and the state officers ($M = 115$) were "High."

The officers all scored above the U.S. norm on the interpersonal scale. Of the three levels, the district officers scored the lowest ($M = 102.25$) but were still considered to be "Average." The chapter officers scored the second highest ($M = 106.08$) and were also considered "Average." The state officers scored the highest ($M = 112.50$) and were considered to be "High" according to the interpretation guidelines.

All three officer groups scored above the U.S. means on the stress management scale. The district officers had the lowest of the three scores ($M = 109.00$) and were considered to be "Average." The chapter officers ($M = 111.17$) scored slightly below the state officers ($M = 111.67$), but both were considered by the guidelines to be "High."

The officers' mean scores for the adaptability scale were all above the national average, and all three groups were considered to be "High." The chapter officers ($M = 113.42$) scored

slightly below the district officers ($M = 113.75$). The state officers ($M = 118.33$) scored the highest of the three groups.

The positive impression scale indicates the likelihood of respondents "faking good" and overexaggerating results in order to present themselves in an overly positive manner (Bar-On & Parker, 2000). The mean scores for the positive impression scale were all within the "Average" range. The district officers ($M = 94.83$) scored the lowest and were below the U.S. mean. The chapter officers ($M = 101.08$) and the state officers ($M = 108.17$) were both above the U.S. norms. Elevated scores on this scale can also be indicative of the respondent being self-deceptive and lacking self-awareness as opposed to overexaggerating results in an attempt to make a positive impression (Bar-On & Parker, 2000). Although none of the groups' differences were statistically significant, it should be noted that the state officers scored the highest on the positive impression scale, as they did on all six of the scales in this assessment.

After further analysis, two of the six state officers scored in the "Very High" range on the positive impression scale with scores of 121 and 126. Three of the 24 chapter officers also had elevated positive impression scores. Two chapter officers were in the "Very High" range with scores of 120 and 121, and one was in the "Markedly High" range with a score of 131. According to Bar-On, positive impression scores that are in this range (<130) and more than two standard deviations above the norm strongly suggest exaggerated responses (Bar-On & Parker, 2000). Due to the number of chapter officers that participated in the study ($N = 24$), the one response that was considered to be "Markedly High" and the two that were considered to be "Very High" on the positive impression scale likely had minimal effect on the results. However, due to the state officers having such a small number of participants ($N = 6$) the two officers with "Very High" positive impression scores elevated the means for the state officer group as a whole.

Despite the five scores that were elevated out of all of the participants ($N = 42$), all three groups scored within the "Average" range and were not statistically different from the U.S. norms. This implies that the respondents likely answered to the best of their ability and without attempting to overexaggerate their emotional and social capacities. Therefore, study results can likely be accepted as representative of the average officers' emotional intelligence.

All three officer groups scored above the U.S. averages on the total EQ scale. The district officers scored the lowest ($M = 104.83$) but were still considered to be within the "Average" range. The chapter officers were the second highest ($M = 111.13$) and were considered to be "High." According to the guidelines, the state officers were "Very High" ($M = 123.00$) and averaged 1.5 standard deviations above the national average.

To compare the three groups, an ANOVA was calculated and pairwise comparisons were conducted to determine if significant differences existed among the emotional intelligence scores of the three different officer levels. No differences were found between the three officer groups on any of the scales except intrapersonal and total EQ. On the intrapersonal scale, a statistically significant difference was found. Pairwise comparisons showed the difference being between the chapter and state officers and the district and state officers. The intrapersonal scale was the only scale in which the chapter officers ($M = 98.08$) and district officers ($M = 88.83$) scored below the mean. A statistically significant difference was found on the total EQ scale, and the pairwise comparisons determined the difference was between district officers ($M = 104.83$) and state officers ($M = 123.00$); however, it should be noted that the irregularity of the group sizes might affect the results.

Summary of Findings Across All Objectives

The literature shows a connection between leadership and emotional intelligence (Argabright et al., 2013; Avolio & Bass, 2004; Barling et al., 2000; Bar-On, 2006; Bharwaney et al., 2011; Boyatzis et al., 2013; Cavallo & Brienza, 2002; Charbonneau & Nicol, 2002; Downey et al., 2006; Duncan et al., 2017; Goleman, 1998a; Hastings & McElravy, 2020; Humphrey, 2002; McElravy & Hastings, 2014; Kaoun, 2019; Mills, 2009; Rosete & Ciarrochi, 2005; Watkins et al., 2017; Wolff et al., 2002). This study sought to examine the perceived leadership behaviors and emotional intelligence of students serving in leadership roles as FFA officers to determine if the connection existed among the adolescent population. To accomplish this, the MLQ and the Bar-On EQ:iYV(S) were utilized to analyze the perceived leadership and emotional intelligence of Alabama FFA officers.

The MLQ results indicated that the "Four I's of Transformational Leadership" were displayed by the officers "Fairly Often." This means that the officers are role models to their followers (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019), are trusted and respected by their followers (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Riggio, 2006; Northouse, 2019), are inspirational and motivational to their followers (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019), encourage followers to be creative and innovative (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Riggio, 2006; Bass & Riggio, 2008; Northouse, 2019), and focus on the personal needs of their followers (Avolio & Bass, 2002; Avolio & Bass, 2004; Bass & Bass, 2008; Bass & Riggio, 2006).

Regarding transactional leadership behaviors, the officers display contingent reward "Fairly Often" as they prioritize task completion and compliance from followers by exchanging rewards for action (Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019). Due to the motivation, performance, and achievement of followers, contingent reward is considered to be

the most effective leadership method with the exception of the components of transformational leadership (Avolio & Bass, 2002; Bass, 1999; Bass & Riggio, 2006; Northouse, 2019). The officers were statistically above the U.S. norm on the transactional management-by-exception: active scale. The officers reportedly display the management-by-exception: active level of transactional leadership "Sometimes," which indicates the extent to which they actively monitor for problems to occur and correct any problems as they are noticed (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019). Management-by-exception: passive was only reported to be exhibited by the officers "Once in a While," which involves passively waiting for issues to occur prior to taking any action (Avolio & Bass, 2002; Bass & Riggio, 2006; Northouse, 2019). The management-by-exception: passive scale was statistically below the U.S. means, which implies that the officers display these passive behaviors less than average.

The officers were reported to display the laissez-faire non-leadership behaviors only "Once in a While". Laissez-faire is essentially the absence of leadership (Avolio & Bass, 2002; Bass & Bass, 2008; Bass & Riggio, 2006; Northouse, 2019); therefore, it is likely positive that the officers do not frequently display these behaviors. Overall, these results indicate that the FFA officers more frequently display behaviors aligning with the transformational leadership style and the contingent reward behavior of the transactional leadership style.

To illustrate the findings from the Bar-On EQ:iYV(S), the average respondent in each officer group will be described. Of the officers that participated in this research study, the average chapter officer was a female that scored "Average" on the intrapersonal scale, "Average" on the interpersonal scale, "High" on the stress management scale, "High" on the adaptability scale, "Average" on the positive impression scale, and "High" on the total EQ scale. Based on these findings, this would suggest that the average chapter officer has an average

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capacity for intrapersonal skills, an average capacity for interpersonal skills, a well-developed capacity for stress management, a well-developed capacity for adaptability, an average positive impression, and a well-developed capacity for total EQ.

The average district officer was a female that scored "Low" on the intrapersonal scale, "Average" on the interpersonal scale, "Average" on the stress management scale, "High" on the adaptability scale, "Average" on the positive impression scale, and "Average" on the total EQ scale. These findings suggest that the average district officer possesses an underdeveloped capacity for intrapersonal skills, an average capacity for interpersonal skills, an average capacity for stress management, a well-developed capacity for adaptability, an average positive impression, and an average capacity for total EQ.

The state officer team consisted of three males and three females. The average state officer scored "High" on the intrapersonal scale, "High" on the interpersonal scale, "High" on the stress management scale, "High" on the adaptability scale, "Average" on the positive impression scale, and "Very High" on the total EQ scale. Based on these findings, the average state officer has a well-developed capacity for intrapersonal skills, interpersonal skills, stress management, and adaptability, an average positive impression, and an extremely well-developed capacity for total EQ.

The Bar-On EQ:iYV(S) results indicated that, as a group, these officers were above the standard U.S. means on all scales except the intrapersonal scale. Although below the standard U.S. mean, the difference on the intrapersonal scale was not statistically significant. However, the officers scored statistically higher on the interpersonal, stress management, adaptability, and total EQ scales.

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After conducting pairwise comparisons, it was determined that three statistically significant differences existed. On the intrapersonal scale, there was a statistically significant difference found between the chapter and state officers and also between the district and state officers. The intrapersonal scale was the only scale in which any group of officers scored below the U.S. means. The chapter officers ($M = 98.08$) and district officers ($M = 88.83$) scored below the mean, while the state officers ($M = 115.00$) scored an entire standard deviation above the mean. The state officers scoring the highest on this scale could be attributed to the additional training that they receive throughout the year. In the state of Alabama, the state officer team is provided with a minimum of two workshops that are coordinated by a professional workshop facilitator. These workshops are multi-day events, and they are focused on developing the officers' leadership potential and ability to conduct their own leadership workshops. One aspect of these workshops involves each officer examining their own strengths and weaknesses, so it makes sense that participating in training that requires self-reflection would lead to an increased intrapersonal capacity.

After the state officers receive professional training, they are responsible for conducting the leadership development training that the district officers receive. The chapter officers receive their training primarily from their FFA advisor, although most chapter officers will attend a one-day leadership workshop over the summer that is conducted by the district officers. Because the district officers receive a multi-day leadership training from the state officers and the chapter officers do not, it was anticipated that the district officers would score higher than the chapter officers on all scales. Additional insight into the leadership training that is provided to the district officers might prove beneficial to explaining why they scored consistently lower than the chapter officers on each of the Bar-On EQ:iYV(S) scales.

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A statistically significant difference was also found between the district and state officers on the total EQ scale. The district officers scored above the national average ($M = 104.83$) but still well below the state officers ($M = 123.00$). The officer selection process for these two levels are substantially different, as the state officer selection process involves a combination of general knowledge examinations, parliamentary procedure demonstrations, presentations, speeches, and multiple interviews that occur over a two-day period. The district officer selection process consists of a general examination, a written response, an application, and one interview. The state officer selection process provides more opportunities for the officers' emotional intelligence to be brought forth; therefore, this could account for the statistical discrepancy between the district and state officers. The irregularity of the group sizes for the chapter officers ($N = 24$), district officers ($N = 12$), and state officers ($N = 6$) should be taken into consideration as these variances might affect the results.

Implications

The results of the study indicate that the chapter, district, and state officers more frequently display transformational leadership behaviors and the contingent reward behavior of transactional leadership. Based on the statistical analysis, these behaviors are not a coincidence occurring within this group. It can be suggested that leadership knowledge, skills, and behaviors are obtained through FFA involvement and are higher through experience serving as an officer. It could be that the demonstration of these behaviors prior to becoming an officer is the reason they were selected for the officer position. However, the exhibition of these transformational and transactional leadership behaviors appears to be shared among the students serving as chapter, district, and state FFA officers.

The study indicated that the students serving as chapter, district, and state FFA officers were statistically higher than standardized U.S. averages on the interpersonal, stress management, adaptability, and total EQ scales. When examining the three officer levels on an individual basis, the state officers were unsurprisingly the highest scoring on each of the scales. Due to the advanced experience levels and also the increased age of the state officers, these results were expected.

The pairwise comparisons determined a statistically significant difference between the chapter and state officers and also between the district and state officers on the intrapersonal scale. A statistically significant difference between the district and state officers was also found on the total EQ scale. Again, due to both the increased experience and age levels of the state officers, these results were supported by the literature.

One result that occurred that is counter to the literature was that the district officers scored the lowest of the three groups on every scale except adaptability. Because the district officers are likely older and should have more experience than the chapter officers, it could be reasonably inferred that they would score the second highest on all scales, behind the state officers and above chapter. It could also be presumed that emotional intelligence would not decline when an officer advances from the local chapter level to the higher district level and then experience a substantial increase after advancing from the district to the state level. Although the differences between the chapter and district officers' scores on each of the scales were not statistically significant, the higher scores of the chapter officers is counter to the literature. District officers possessing lower emotional intelligence than chapter officers could be specific to this group of district officers and only occurring among the population of officers that was surveyed.

Due to the small population involved, any generalizations must be limited to this group of chapter, district, and state officers. With an understood lack of generalizability, there are a few potential explanations that could account for the results obtained in this study. It is possible that the emotional intelligence of the officers only rises to the level of need to fulfill the responsibilities of the position. For example, with the state officers scoring "High," the chapter officers scoring "Average," and the district officers scoring "Low" on the intrapersonal scale, the potential exists that serving as a state officer requires a "High" intrapersonal capacity, serving as a chapter officer requires only an "Average" capacity for the intrapersonal aspects of emotional and social intelligence, and these abilities are either not required or required to a lesser extent when serving as a district officer. An analysis of duties based on the Bar-On EQ:iYV(S) as a framework would have to be conducted to determine if this is true.

Another potential explanation could be concerning the selection process for chapter, district, and state officers. The state officer selection process could rely more heavily on emotional intelligence capabilities while the chapter and district officers are selected based on other capacities. Further examination into the differences that exist among the officer selection process for each level would assist with making this determination.

The manner in which the officers spend their year of service could also influence their emotional intelligence scores. For example, the chapter officers scores were ranked "High" according to the guidelines, while district officers were "Average," and state officers were "Very High." The chapter officers have the opportunity to be more hands-on and more heavily involved with all functions that occur within the chapter on a daily basis. The district officer team participates in chapter visits throughout their year of service; however, these do not occur on a daily or even weekly basis. Each district officer remains in their home chapter until a district

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officer responsibility arises. If these opportunities only arise a handful of times each year, then

the officers may not be provided with enough opportunities to keep their emotional and social

intelligence skills sharp. In regard to daily practice, the state officers are in the same position as

the district officers in that they remain in their home chapter until they need to report for their

state officer duties. If the state officers are already at a higher baseline than the district officers to

begin with, then maybe the daily practice is not necessary to maintain their high levels of

emotional intelligence. Ideally, the six state officers should be the strongest leaders in the state,

so it is possible that they have to put forth less effort to maintain their current capacities for

emotional and social intelligence.

Recommendations for Practice

Further examination is needed regarding the officer selection process for chapter, district,

and state officers in the state of Alabama. A closer assessment of the differences between how

the three levels select their officers could provide insight into the variances that were examined

in this study. Chapter officers are observed by their FFA advisors on a daily basis; therefore, the

FFA advisor might screen for certain characteristics, skills, and behaviors based on what is

observed throughout the year. Because the FFA advisor is able to witness the daily interactions

with their peers, it is reasonable to assume that these interactions influence the advisor's

decisions when the chapter officer team is selected.

In the state of Alabama, the North, Central, and South district officers are selected at a

one-day event, known as a "District Officer Interview," that occurs within each of the three

districts. At each district officer interview, the selection for the team is based on four

components: a general knowledge exam, a written activity, the district officer application, and an

interview. All four components are weighted equally at 100 points, and the six officers that score

the highest out of the 400-point total become the district officer team for the following school year. One part of this process that should be more closely examined is how the points are distributed. For example, the general knowledge exam and the written activity are primarily intellectual components. The application is scored based on a combination of the student's experiences, how well they can document those experiences, and also how well they write. It could be argued that the application is predominantly intellectual due to the focus on documentation abilities, although prior experiences do play a role in the point allocation. The only portion that truly allows the interviewers to see the personality, leadership behaviors, and emotional intelligence of the students is the actual interview, and this lasts an average of fifteen to twenty minutes. Because all four components are weighed equally, this only allocates 100 points to the leadership and emotional intelligence of the aspiring officer, leaving the other 300 points weighed heavily on intellectual knowledge. Although a closer examination is needed, this officer selection process could be the reason the district officers scored consistently lower than the chapter and state officers in this study.

At the same district officer interview process, each district also selects students who will serve as "state officer candidates." Although located in different rooms, the state officer candidate selection process occurs simultaneously with the district officer selection process. Each district in the state of Alabama selects four state officer candidates, and these twelve students have the opportunity to advance to interview for one of the six state officer positions. At each district officer interview, all of the state officer candidates follow the exact same process and are scored on the same components as the district officers. The students who score in the top four in each of the three districts will earn the title of being named a state officer candidate. Because these district officer interview events typically occur in March, the state officer

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candidates will spend the next few months preparing for the upcoming state officer interviews

that occur in conjunction with the Alabama State FFA Convention during the first week of June.

Prior to the state officer interviews, all of the state officer candidates are invited to attend an all-

day training workshop that is focused specifically on preparing these students for the upcoming

state officer interviews. This serves as an additional means of preparation and leadership training

that the chapter and district officers do not receive.

At the state officer interviews, the twelve state officer candidates undergo a series of

interviews, presentations, speeches, general knowledge examinations, and parliamentary

procedure demonstrations that occur over a two-day process. The state officer candidates spend

approximately 16 hours going through this process over the two-day period. At the conclusion of

this process, the top six candidates are selected to serve as state officers.

Upon receiving a position as a state officer for the Alabama FFA Association, multiple

additional leadership development opportunities are provided to the students. The culmination of

all of these leadership development opportunities likely results in the increased emotional

intelligence scores that were observed in this study; however, further research is needed to

determine if these results were limited only to this group of officers or if heightened emotional

intelligence capacities are common among officers serving at the state level.

Further examination into the officer selection processes could also help determine if the

experience of serving as an FFA officer increases the leadership and emotional intelligence of

the student leaders or if the students are selected to serve as officers based on the possession of

both leadership and emotional intelligence. If serving as an officer of the National FFA

Organization proves to aid in leadership development, it will add further proof that the

organization is achieving its mission of establishing "premier leadership, personal growth, and

career success" (National FFA Organization, 2024d).

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Appendix 1

Institutional Review Board

24

AUBURN UNIVERSITY HUMAN RESEARCH PROTECTION PROGRAM (HRPP)

EXEMPT REVIEW APPLICATION

For assistance, contact: **The Office of Research Compliance (ORC)**
Phone: **334-844-5966**   E-Mail: **IRBAdmin@auburn.edu**   Web Address: **http://www.auburn.edu/research/vpr/ohs**
Submit completed form and supporting materials as one PDF through the IRB Submission Page
Hand written forms are not accepted. Where links are found hold down the control button (Ctrl) then click the link..

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1. <u>**Project Identification**</u>   **Today's Date: February 26, 2024**

      Anticipated start date of the project: ASAP   **Anticipated duration of project: 1 Year**

f. **Project Title: An Examination of the Self-Perceived Impact of Emotional Intelligence on the Leadership Ability of Alabama FFA Officers**

g. **Principal Investigator (PI): Ashley Holmes**   Degree(s): M.S., Ed.S.
    Rank/Title: Graduate Student   Department/School: Curriculum and Teaching
    Role/responsibilities in this project: **Principal investigator, design, recruitment, consent process, data collection, data analysis, reporting**
    Preferred Phone Number: **(256) 612-1473**   AU Email: anh0023@auburn.edu

    Faculty Advisor Principal Investigator (if applicable): Jason McKibben
    Rank/Title: Assistant Professor   Department/School: Curriculum and Teaching
    Role/responsibilities in this project: **Faculty principal investigator, consent process, design**
    Preferred Phone Number: **(334) 844-4434**   AU Email: jdm0184@auburn.edu

    Department Head: Paul Fitchett   Department/School: Curriculum and Teaching
    Preferred Phone Number: **(334) 844-4434**   AU Email: pgf0011@auburn.edu
    Role/responsibilities in this project: Consent process

h. **Project Key Personnel –** Identify all key personnel who will be involved with the conduct of the research and describe their role in the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting. (To determine key personnel, see decision tree**).** *Exempt determinations are made by individual institutions; reliance on other institutions for exempt determination is not feasible. Non-AU personnel conducting exempt research activities must obtain approval from the IRB at their home institution.*

Key personnel are required to maintain human subjects training through CITI. Only for EXEMPT level research is documentation of completed CITI training NO LONGER REQUIRED to be included in the submission packet. NOTE however, **the IRB will perform random audits of CITI training records to confirm** reported training courses and expiration dates. Course title and expiration dates are shown on training certificates.

    Name: Ashley Holmes   Degree(s): **M.S., Ed.S.**
    Rank/Title: Graduate Student   Department/School: Curriculum and Teaching
    Role/responsibilities in this project: **Principal investigator, design, recruitment, consent process, data collection, data analysis, reporting**
    - AU affiliated? ☒ Yes ☐ No   If no, name of home institution: Click or tap here to enter text.
    - Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
    - Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes   ☒ No
    - If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
    - Completed required CITI training? ☒ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised Exempt Application form.
    - If YES, choose course(s) the researcher has completed: Responsible Conduct of Research   1/31/2026
                         Choose a course   Expiration Date

Name: Jason McKibben   Degree(s): **Ph.D.**

Rank/Title: Assistant Professor   Department/School: Curriculum and Teaching

Role/responsibilities in this project: **Faculty principal investigator, consent process, design**

- AU affiliated? ☒ Yes ☐ No   If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes   ☒ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☒ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.
- If YES, choose course(s) the researcher has completed: Human Sciences Basic Course   8/2/2026
                                                                        Responsible Conduct of Research   8/2/2026

Name: Click or tap here to enter text.   Degree(s): Click or tap here to enter text.
Rank/Title: Choose Rank/Title   Department/School: Choose Department/School
Role/responsibilities in this project: Click or tap here to enter text.

- AU affiliated? ☐ Yes ☐ No   If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes   ☐ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☐ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.
- If YES, choose course(s) the researcher has completed: Choose a course   Expiration Date
                                                                        Choose a course   Expiration Date

i.   **Funding Source –** Is this project funded by the investigator(s)? Yes ☒   No ☐

Is this project funded by AU?   Yes ☐   No ☒ If YES, identify source Click or tap here to enter text.

Is this project funded by an external sponsor? Yes ☐   No ☒   If YES, provide name of sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.
Name: Click or tap here to enter text.   Type: Click or tap here to enter text. Grant #: Click or tap here to enter text.

j.   List other AU IRB-approved research projects and/or IRB approvals from other institutions that are associated with this project. Describe the association between this project and the listed project(s):
Click or tap here to enter text.

2. Project Summary

a. Does the study _TARGET_ any special populations? Answer YES or NO to all.

Minors (under 18 years of age; if minor participants, at least 2 adults must
   be present during all research procedures that include the minors)   Yes ☒ No ☐

Auburn University Students   Yes ☐ No ☒

Pregnant women, fetuses, or any products of conception   Yes ☐ No ☒

Prisoners or wards (unless incidental, not allowed for Exempt research)   Yes ☐ No ☒

Temporarily or permanently impaired   Yes ☐ No ☒

b. Does the research pose more than minimal risk to participants?   Yes ☐ No ☒

If YES, to question 2.b, then the research activity is NOT eligible for EXEMPT review. Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research is not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

c. Does the study involve any of the following? *If YES to any of the questions in item 2.c, then the research activity is NOT eligible for EXEMPT review.*

Procedures subject to FDA regulations (drugs, devices, etc.)   Yes ☐ No ☒

Use of school records of identifiable students or information from
instructors about specific students.   Yes ☐ No ☒

Protected health or medical information when there is a direct or indirect
link which could identify the participant.   Yes ☐ No ☒

Collection of sensitive aspects of the participant's own behavior,
such as illegal conduct, drug use, sexual behavior or alcohol use.   Yes ☐ No ☒

d. Does the study include deception? Requires limited review by the IRB*   Yes ☐ No ☒

3. MARK the category or categories below that describe the proposed research. Note the IRB Reviewer will make the final determination of the eligible category or categories.

☒ **1.** Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)

☒ **2.** Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions). **Mark the applicable sub-category below (I, ii, or iii). 104(d)(2)**

☒ **(i)** Recorded information cannot readily identify the participant (directly or indirectly/ linked);
OR
- surveys and interviews: no children;
- educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.

☐ **(ii)** Any disclosures of responses outside would not reasonably place participant at risk; **OR**

☐ **(iii)** Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***

☐ **3.** Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses including data entry or audiovisual recording from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions. Research cannot have deception unless the participant prospectively agrees that they will be unaware of or misled regarding the nature and purpose of the research) **Mark the applicable sub-category below (A, B, or C).** 104(d)(3)(i)

☐ **(A)** Recorded information cannot readily identify the subject (directly or indirectly/ linked); **OR**

☐ **(B)** Any disclosure of responses outside of the research would not reasonably place subject at risk;
OR

☐ **(C)** Information is recorded with identifies and cannot have deception unless participants prospectively agree. **Requires limited review by the IRB.***

☐ **4.** Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimen that have been or will be collected for some other 'primary' or 'initial' activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (i, ii, iii, or iv).** 104 (d)(4)

☐ **(i)** Bio-specimens or information are publicly available;

☐ **(ii)** Information recorded so subject cannot readily be identified, directly or indirectly/linked investigator does not contact subjects and will not re-identify the subjects; **OR**

☐ **(iii)** Collection and analysis involving investigators use of identifiable health information when us is regulated by HIPAA "health care operations" or "research" or "public health activities and purposes" (does not include bio-specimens (only PHI and requires federal guidance on how to apply); **OR**

☐ **(iv)** Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.

☐ **5.** Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i)public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or service under those programs. (must be posted on a federal web site). 104.5(d)(5) (must be posted on a federal web site)

☐ **6.** Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives and consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

Limited IRB review – the IRB Chair or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.

**Category 3 – Benign Behavioral Interventions (BBI) must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.*

*** Exemption categories 7 and 8 require broad consent. The AU IRB has determined the regulatory requirements for legally effective broad consent are not feasible within the current institutional infrastructure. EXEMPT categories 7 and 8 will not be implemented at this time.*

Revised 02/01/2022

4. Describe the proposed research including who does what, when, where, how, and for how long, etc.

   a. Purpose

   The purpose of this research study is to identify the extent to which emotional intelligence affects the leadership ability of student leaders serving as FFA officers in the state of Alabama. The National FFA Organization is a student leadership organization that provides numerous opportunities for students to develop and sharpen their leadership skills. These opportunities include serving in official leadership roles as officers, participating in a variety of contests, and attending leadership development workshops. This study can prove beneficial in that it can assist with shaping the manner in which future adolescent leadership and career development workshops are conducted. If a statistically significant relationship between perceived adolescent emotional intelligence and leadership effectiveness is determined, future leadership and career development workshops can be molded to encourage the implementation of emotional intelligence strengthening methods and techniques.

   b. Participant population, including the number of participants and the rationale for determining number of participants to recruit and enroll. Note if the study enrolls minor participants, describe the process to ensure more than 1 adult is present during all research procedures which include the minor.

   The targeted population for this research study will consist of students serving as FFA officers in the state of Alabama during the 2023-2024 school year. The grade level of the participants will range from the 7th grade to being in the first year of post-secondary education. A purposive sampling method was utilized to ensure that the students will be currently serving in official leadership roles as an officer at either the chapter, district, and/or state levels. A total of five FFA officer teams were selected to participate in this study: one-chapter FFA officer team, the three district FFA officer teams in Alabama, and the Alabama FFA state officer team. The leadership positions in which each student serves will be pre-determined by the Agriscience teacher/advisor at each respective school and/or association prior to this study being conducted. Student survey completion will occur with the advisor, an Auburn representative, and/or state FFA staff members present to ensure multiple adults are present.

   c. Recruitment process. Address whether recruitment includes communications/interactions between study staff and potential participants either in person or online. *Submit a copy of all recruitment materials*.

   Email will be utilized for study recruitment. Both the Douglas High School principal and the Alabama FFA Association staff will be contacted via email. Upon agreement and return of the site authorization letters, the information letter and parental consent waivers will be emailed to the FFA Advisor at Douglas High School and the Alabama FFA Association advisor. After the parent consent waivers are returned and confirmed by the researchers as all present, both advisors will be sent the email that will need to be forwarded to their FFA officers. This email will contain two hyperlinks to the surveys. The email will also remind students that participation is voluntary, that they can exit the surveys at any time, and that survey responses will remain completely anonymous.

   d. Consent process including how information is presented to participants, etc.

   The initial email that will be sent to the principal at Douglas High School and the Alabama FFA Association staff will include information on the study. Upon agreement and return of the site authorization letters, the information letter and parent consent/minor assent document will be distributed to parents, informed consent will be given to any participants over age. After the parent permission/minor assent documents are returned and it is confirmed by researchers that all documents have been collected, both advisors will be emailed with instructions to forward to their FFA officers.

   e. Research procedures and methodology

   No identifying markers will be used, and all data collected in this quantitative survey will remain completely anonymous. The online versions of both surveys do not include the name and birthdate that is shown on the paper versions. The surveys will be conducted through the online survey platform associated with each instrument. Students will access the surveys via an email containing both survey hyperlinks. Data that is collected will be stored in the online survey platforms. Both platforms utilize password-protected administration accounts that are only accessible to the principal investigator. Upon survey completion, data will be transferred into SPSS for analysis.

    k. **Anticipated time per study exercise/activity and total time if participants complete all study activities.**
Upon IRB approval, the study will be conducted as soon as possible. The estimated completion time of the MLQ is 15 minutes, and the estimated completion time of the Bar-On EQ-i:Youth Version Short Form is 10 minutes. Total estimated time from beginning to conclusion of both surveys is 25 minutes.

    l. **Location of the research activities.**
Douglas High School, Alabama
Alabama FFA Association Office in Auburn, Alabama

    m. **Costs to and compensation for participants? If participants will be compensated describe the amount, type, and process to distribute.**
There are no costs associated for the participants to participate in this study. No compensation will be provided for participating in this study.

    n. **Non-AU locations, site, institutions.** *Submit a copy of agreements/IRB approvals.*
Douglas High School and Alabama FFA Association

    o. **Additional relevant information.**
N/A

5. Waivers
Check applicable waivers and describe how the project meets the criteria for the waiver.

    ☐ Waiver of Consent (Including existing de-identified data)

    ☒ Waiver of Documentation of Consent (Use of Information Letter, rather than consent form requiring signatures)

    ☐ Waiver of Parental Permission (in Alabama, 18 years-olds may be considered adults for research purposes)

    b. **Provide the rationale for the waiver request.**
A waiver of documentation of consent is only being sought for potential participants over 18. All participants under 18 will receive a parental consent/minor assent form. No identifying data will be collected, and all data will remain completely anonymous. The online versions of both surveys do not include the name and birthdate that is shown on the paper versions. There are no risks to the students, teachers, facilitators, administrators or any individuals associated with this study. Participation in this research study is completely voluntary. If the students do not wish to participate, they are not required to. If at any time the participant wishes to stop the survey, they can simply close the survey and data will not be recorded. No topics or questions will be asked that may cause any emotional or physical discomfort.

6. Describe the process to select participants/data/specimens. If applicable, include gender, race, and ethnicity of the participant population.
    A purposive sampling method was utilized to ensure that the students will be currently serving in official FFA leadership roles as an officer at either the chapter, district, and/or state levels. A total of five FFA officer teams were selected to participate in this study: one chapter officer team, the three district officer teams, and the state officer team. The leadership positions in which each student serves will be pre-determined by the Agriscience teacher/advisor at each respective school and/or association prior to this study being conducted. The grade level of the participants will range from the 7th grade to being in the first year of post-secondary education

7. Risks and Benefits
    7a. Risks - Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life (minimal risk).
    There are no risks to the students, teachers, facilitators, administrators or any individuals associated with this study. Participation in this research study is completely voluntary. If the students do not wish to participate, they are not

required to. If at any time the participant wishes to stop the survey, they can simply close the survey and data will not be recorded. No topics or questions will be asked that may cause any emotional or physical discomfort.

7b. Benefits – Describe whether participants will benefit directly from participating in the study. If yes, describe the benefit. And, describe generalizable benefits resulting from the study.

There will be no direct benefits to the participants for their participation in this study. No compensation will be provided. The knowledge gained in this study will provide insight into the emotional intelligence of adolescents serving in positions of leadership. If a statistically significant relationship between perceived adolescent emotional intelligence and leadership effectiveness is determined, future leadership and career development workshops can be molded to encourage the implementation of emotional intelligence strengthening methods and techniques.

8. Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage. Identify platforms used to collect and store study data. *For EXEMPT research, the AU IRB recommends AU BOX or using an AU issued and encrypted device. If a data collection form will be used, submit a copy.*

Both instruments utilize an online survey platform to collect and store data. The MLQ assessment utilizes an online account through the Multi-Heath Systems online survey-hosting platform. This platform requires the administrator to contact MHS in order to create a password-protected administration account. The administrator has sole access to both the account and the survey data. Similarly, the Bar On EQ-i:YV (S) requires the administrator to first contact Mind Garden, Inc. in order to create an administration account. The surveys are administered through Transform Survey Hosting, which is the online survey platform utilized by Mind Garden, Inc. This also utilizes a password-protected administration account in which the administrator retains the sole access. All data for both surveys will remain both confidential and anonymous, and will be input into SPSS. Respondent names will never be recorded, and there is no way survey answers can be associated with any individual. The online versions of both surveys do not include the name and birthdate that is shown on the paper versions. All data aggregation will occur without any form of individual markers. If at any point the participant chooses to exit either survey, no ramifications will occur. In addition to myself, Dr. McKibben will be provided access to the data collected.

b.   If applicable, submit a copy of the data management plan or data use agreement.

N/A

9. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).

Both of the surveys will be conducted without the collection of any identifying data. All data will remain anonymous and confidential. Surveys will be competed online, so no conversations will occur. Participants will not be able to see the responses of other participants.

10. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the IRB review of the proposed research. If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, IRB approvals from other institutions, data use agreements, data collection form, CITI training documentation, etc.

Information Letter, Parental Permission, Approved Site Authorization Letter, Site Authorization Letter, Agriscience Teacher Email, Student Email Invitation, Principal Email, Bar-On EQ-i:YV (S) Instrument Sample, MLQ Leader Form Sample, CITI Training Certificate, CITI Training Transcript

Revised 02/01/2022

2

Required Signatures *(If a student PI is identified in item 1.a, the EXEMPT application <u>must</u> be re-signed and updated at <u>every</u> revision by the student PI and faculty advisor. The signature of the department head is required <u>only</u> on the initial submission of the EXEMPT application, regardless of PI. Staff and faculty PI submissions require the PI signature on all version, the department head signature on the original submission)*

Signature of Principal Investigator: _Ashley Holmes_ **Date:** ____1/18/2024_____

Signature of Faculty Advisor (If applicable): _Jason Mc Kibben_ **Date:** 24/Jan/2024_____

Signature of Dept. Head: _____ **Date:**_____

Version Date: 1/18/2024

Alabama
FFA Association

Agriscience Education   **P** | 334-844-5595
3410 Skyway Drive   **F** | 334-844-5593
Auburn, AL 36863 | **alabamaffa.org**

September 27, 2023

Institutional Review Board
c/o Office of Research Compliance
115 Ramsay Hall
Auburn University, AL 36849

Dear IRB Members,

After reviewing the proposed study, "An Examination of the Self-Perceived Impact of Emotional Intelligence on the Leadership Ability of Alabama FFA Officers", presented by Ms. Ashley Holmes, a graduate student at Auburn University, I have granted permission for the study to be conducted with the District and State Officers of the Alabama FFA Association.

The purpose of the study is to determine the perceived impact of emotional intelligence on the leadership ability of students serving as Alabama FFA officers during the 2023-2024 school year. The primary activity will be the completion of two survey instruments by the students currently serving as FFA officers. Only students serving as FFA officers in the 7th-12th grade are eligible to participate.

I understand that parental consent forms will be collected from all participants, and these forms will be sent prior to distribution to the FFA officers. Upon return of the parental consent forms, the surveys will be distributed via email to the Agriscience teacher or Alabama FFA Association administrator who will then forward the email to the FFA officer team. After receiving the email, the students will click on the hyperlinked surveys to be completed during their regularly scheduled Agriscience class. The surveys are expected to last approximately 25 minutes total. I expect that this project will end no later than October 31st. Ms. Holmes has my permission to contact our Agriscience teachers or Alabama FFA Association administrators to recruit our students and collect data.

Ms. Holmes has agreed to provide to my office a copy of all Auburn University IRB-approved, stamped consent documents before she recruits participants. Any data collected by Ms. Holmes will be kept confidential and will be stored in a password-protected online platform. Assessment data will have no impact on students' grades and will not affect their standing as an Alabama FFA officer.

If the IRB has any concerns about the permission being granted by this letter, please contact me at the phone number listed below.

Sincerely,

Collin Adcock, Alabama State FFA advisor/Agriscence Education Specialist
Alabama FFA Association
Collin.adcock@alsde.edu

PLEASE INSERT YOUR SCHOOL LETTERHEAD

Date

Institutional Review Board

c/o Office of Research Compliance

115 Ramsay Hall

Auburn University, AL 36849

Dear IRB Members,

After reviewing the proposed study, "An Examination of the Self-Perceived Impact of Emotional Intelligence on the Leadership Ability of Alabama FFA Officers", presented by Ms. Ashley Holmes, a graduate student at Auburn University, I have granted permission for the study to be conducted at School Name.

The purpose of the study is to determine the perceived impact of emotional intelligence on the leadership ability of students serving as Alabama FFA officers during the 2023-2024 school year. The primary activity will be the completion of two survey instruments by the students currently serving as FFA officers. Only students serving as FFA officers in the 7th-12th grade are eligible to participate.

I understand that parental consent forms will be collected from all participants, and these forms will be sent to the Agriscience teacher for distribution to the FFA officers. Upon return of the parental consent forms, the surveys will be distributed via email to the Agriscience teacher who will then forward the email to his/her FFA officer team. After receiving the email, the students will click on the hyperlinked surveys to be completed during their regularly scheduled Agriscience class. The surveys are expected to last approximately 25 minutes total. I expect that this project will end no later than October 31st. Ms. Holmes has my permission to contact our Agriscience teacher to recruit our students and will then collect data at School Name.

Ms. Holmes has agreed to provide to my office a copy of all Auburn University IRB-approved, stamped consent documents before she recruits participants on campus. Any data collected by Ms. Holmes will be kept confidential and will be stored in a password-protected online platform. Assessment data will have no impact on students' grades and will not affect their standing as an FFA officer.

If the IRB has any concerns about the permission being granted by this letter, please contact me at the phone number listed below.

Sincerely,

Name, Principal

School Name

Preferred Method of Contact

AGRISCIENCE TEACHER EMAIL INVITATION FOR ONLINE SURVEY

Dear (Insert Agriscience Teacher Name),

My name is Ashley Holmes, and I am a graduate student completing a Ph.D. in Career and Technical Education at Auburn University. I would like to invite your FFA officer team to participate in my research study to examine the perceived impact of emotional intelligence on adolescent leadership ability. Your students may participate in this study if they are currently serving as an FFA officer at either the chapter, district, or state level during the 2023-2024 school year.

Participants will be asked to take two online surveys, which are anticipated to take a total of 25 minutes. Please distribute the survey emails to your FFA officer team during their regularly scheduled class time.

There are no known risks associated with participating in this study, as no identifying information will be collected and all survey data will remain anonymous. There is no cost or compensation associated with participation in this study. The participation of both you and your FFA officers is completely voluntary.

If you would like to know more information about this study, please see the attached consent form. If you have additional questions, you can reach me at my cell number below or by sending me an email at anholmes@morgank12.org.

If you decide to participate in this study, please distribute the attached parental consent forms to your FFA officers. Upon receiving the parental consent forms, I will then send you the email that will need to be forwarded to your FFA officers. That email will contain hyperlinks to both surveys. Please instruct them to click the "submit" button when they conclude each survey.

If you have any questions, please contact me at (256) 612-1473 or my advisor, Dr. Jason McKibben at (334) 844-4434.

Thank you for your time and consideration,

Ashley Holmes

STUDENT EMAIL INVITATION FOR ONLINE SURVEY

Dear (Insert School Name) FFA Officer,

My name is Ashley Holmes, and I am a graduate student completing a Ph.D. in Career and Technical Education at Auburn University. I would like to invite you to participate in my research study to examine the perceived impact of emotional intelligence on your leadership ability. You may participate in this study if you are currently serving as an FFA officer at either the chapter, district, or state level during the 2023-2024 school year.

Participants will be asked to take two online surveys, which are anticipated to take a total of 25 minutes.

There are no known risks associated with participating in this study, as no identifying information will be collected and all survey data will remain anonymous. There is no cost or compensation associated with participation in this study. Your participation is completely voluntary. If at any time you wish to exit, you may do so without any recourse.

If you would like to know more information about this study, please see the attached consent form. If you have additional questions, you can reach me at my cell number below or by sending me an email at anholmes@morgank12.org. If you decide to participate in this study, you can click on the embedded hyperlinks below. Each hyperlink will direct you to the survey. Upon finishing each survey, please click the "submit" button at the end to conclude the survey,

If you have any questions, please contact me at (256) 612-1473 or my advisor, Dr. Jason McKibben at (334) 844-4434.

Thank you for your time and consideration,

Ashley Holmes

Insert MLQ Assessment Hyperlink

Insert Bar-On EQ:I Youth Version Short Form Hyperlink

PRINCIPAL EMAIL INVITATION FOR ONLINE SURVEY

Dear (Insert Principal Name),

My name is Ashley Holmes, and I am a graduate student completing a Ph.D. in Career and Technical Education at Auburn University. I would like to invite the FFA officer team at your school to participate in my research study to examine the perceived impact of emotional intelligence on adolescent leadership ability. Your students may participate in this study if they are currently serving as an FFA officer at either the chapter, district, or state level during the 2023-2024 school year.

Participants will be asked to take two online surveys, which are anticipated to take a total of 25 minutes. They will be asked to complete this during their regularly scheduled Agriscience class time.

There are no known risks associated with participating in this study, as no identifying information will be collected and all survey data will remain anonymous. There is no cost or compensation associated with participation in this study. The participation of you, the Agriscience teacher, and your FFA officers is completely voluntary.

If you would like to know more information about this study, please see the attached consent form. If you have additional questions, you can reach me at my cell number below or by sending me an email at anholmes@morgank12.org.

If you decide to allow this study to be conducted on your campus, please complete the attached "Site Authorization Letter". Please complete by filling in the highlighted areas, and place on your school letterhead. Upon completion, please return the authorization letter to my email granting permission for my study to be conducted on your campus.

Upon receiving your response, I will then send an email to your Agriscience teacher that explains the study. This email will also contain the parental consent forms that the Agriscience teacher will distribute to the FFA officers. Upon the return of the parental consent forms, an email will be sent to the Agriscience teacher containing both surveys that the FFA officers will complete.

If you have any questions, please contact me at (256) 612-1473 or my advisor, Dr. Jason McKibben at (334) 844-4434.

Thank you for your time and consideration,

Ashley Holmes

CITI PROGRAM

Completion Date 31-Jan-2023
Expiration Date 31-Jan-2026
Record ID 50322083

This is to certify that:

Ashley Holmes

Has completed the following CITI Program course:

Not valid for renewal of
certification through CME.

Responsible Conduct of Research
(Curriculum Group)
AU Basic RCR Training for ALL Faculty, Staff, Postdocs, and Students
(Course Learner Group)
1 - RCR
(Stage)

Under requirements set by:

Auburn University

CITI
Collaborative Institutional Training Initiative

101 NE 3rd Avenue, Suite 320
Fort Lauderdale, FL 33301 US
www.citiprogram.org

Verify at www.citiprogram.org/verify/?web56389c-6d9d-4170-9d6d-144cdd33cbee-50322083

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Ashley Holmes (ID: 7225916)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** anholmes@morgank12.org
- **Institution Unit:** Agriscience Education
- **Phone:** 2566121473

- **Curriculum Group:** Responsible Conduct of Research
- **Course Learner Group:** AU Basic RCR Training for ALL Faculty, Staff, Postdocs, and Students
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Biomedical Research**. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 50322083
- **Completion Date:** 31-Jan-2023
- **Expiration Date:** 31-Jan-2026
- **Minimum Passing:** 90
- **Reported Score*:** 96

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Authorship (RCR-Basic) (ID: 16597)	31-Jan-2023	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	31-Jan-2023	5/5 (100%)
Conflicts of Interest and Commitment (RCR-Basic) (ID: 16599)	31-Jan-2023	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	31-Jan-2023	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	31-Jan-2023	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	31-Jan-2023	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	31-Jan-2023	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	31-Jan-2023	5/5 (100%)
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	31-Jan-2023	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	31-Jan-2023	3/5 (60%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k37474a2b-8452-42c6-ba54-7b365dbfb328-50322083

Collaborative Institutional Training Initiative (CITI Program)
101 NE 3rd Avenue
Suite 320
Fort Lauderdale, FL 33301 US

Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Ashley Holmes (ID: 7225916)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** anholmes@morgank12.org
- **Institution Unit:** Agriscience Education
- **Phone:** 2566121473

- **Curriculum Group:** Responsible Conduct of Research
- **Course Learner Group:** AU Basic RCR Training for ALL Faculty, Staff, Postdocs, and Students
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Biomedical Research**. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 50322083
- **Report Date:** 06-Jul-2023
- **Current Score**:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	31-Jan-2023	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	31-Jan-2023	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	31-Jan-2023	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	31-Jan-2023	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	31-Jan-2023	5/5 (100%)
Conflicts of Interest and Commitment (RCR-Basic) (ID: 16599)	31-Jan-2023	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	31-Jan-2023	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	31-Jan-2023	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	31-Jan-2023	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	31-Jan-2023	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k37474a2b-8452-42c6-ba54-7b365db/b328-50322083

Collaborative Institutional Training Initiative (CITI Program)
101 NE 3rd Avenue
Suite 320
Fort Lauderdale, FL 33301 US

Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

CITI PROGRAM

Completion Date 02-Aug-2023
Expiration Date 02-Aug-2026
Record ID 56139937

This is to certify that:

Jason McKibben

Has completed the following CITI Program course:

Not valid for renewal of
certification through CME.

IRB Additional Modules
(Curriculum Group)
Internet Research - SBE
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Auburn University

CITI
Collaborative Institutional Training Initiative

101 NE 3rd Avenue, Suite 320
Fort Lauderdale, FL 33301 US
www.citiprogram.org

Verify at www.citiprogram.org/verify/?w3a139b0e-8141-4699-9f41-1ee63cc48eac-56139937

INFORMATION LETTER
for a Research Study entitled
An Examination Leadership of FFA Officers

What is the study and why are my students participating?
Your students are invited to participate in a research study to examine the self-perceived impact of emotional intelligence on adolescent leadership ability. The study is being conducted by Ashley Holmes, a graduate student, under the direction of Dr. Jason McKibben in the Auburn University Department of Agriscience Education. Your child is invited to participate because they are currently serving as FFA officers at either the chapter, district, or state level.

What will be involved if my students participate?
If you decide to allow them to participate in this research study, they will be asked to complete two online surveys that will be distributed to them via email. Your child's total time commitment will be approximately 25 minutes, and they will take these surveys during their regularly scheduled Agriscience class time.

Are there any risks or discomforts?
The risks associated with participating in this study are the same risks associated with attending class. To minimize these risks, we will ensure multiple adults are present during the assessment sessions.

Can my student change their mind about participation?
They can be withdrawn from the study at any time. Their participation is completely voluntary. If your students choose to withdraw, their data can be withdrawn as long as it is identifiable. Their decision about whether or not to participate or to stop participating will not jeopardize you or their future relations with Auburn University, the Department of Curriculum and Teaching.

How will your students' privacy be protected?
Any information obtained in connection with this study will remain anonymous. The data collected will be protected by encoded files on Auburn Universities secure system. Information obtained through their participation may be used in fulfilling dissertation requirements, presentations at professional research conferences, and publications in professional journals.

What if I, my students, or their parents have questions about this study?
We recognize that participating in studies may lead to some additional questions. Your student's agriculture education instructor has been informed of the study and will be able to answer many questions that you may have. You can also contact Ashley Holmes at anh0023@auburn.edu or Dr. Jason

McKibben at jdm0l84@auburn.edu. A copy of this document will be available for you to keep upon request.

If you have questions about your students' rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at IRBadmin@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH FOR YOUR STUDENTS TO PARTJICIPATE IN THIS RESEARCH STUDY. A SITE AUTHORIZATION FORM MUST BE RETURNED TO THE AU IRB ON YOUR SCHOOL LETTERHEAD. SITE AUTHORIZATION JFORMS WILL BE PROVIDED ALONGSIDE THIS INFORMAITON LETTER WICH IS YOURS TO KEEP.

Investigator Signature	date	Co-investigator Signature	date

Printed Name	Printed Name

PARENTAL PERMISSION/CHILD ASSENT
for a Research Study An Examination Leadership of FFA Officers

What is the study and why is my child participating?
Your child is invited to participate in a research study to examine the self-perceived impact of emotional intelligence on adolescent leadership ability. The study is being conducted by Ashley Holmes, a graduate student, under the direction of Dr. Jason McKibben in the Auburn University Department of Agriscience Education. Your child is invited to participate because they are currently serving as FFA officers at either the chapter, district, or state level.

What will be involved if my child participates?
If you decide to allow them to participate in this research study, they will be asked to complete two online surveys that will be distributed to them via email. Your child's total time commitment will be approximately 25 minutes, and they will take these surveys during their regularly scheduled Agriscience class time.

Are there any risks or discomforts?
The risks associated with participating in this study are the same risks associated with attending class. To minimize these risks, we will ensure multiple adults are present during the assessment sessions.

Are there any benefits to your child or others? If your child participates in this study their is no direct benefit. There will be no compensation for participating. There will be no costs for participating.

If you or your child change your mind about their participation, they can be withdrawn from the study at any time. Their participation is completely voluntary. If your students choose to withdraw, their data can be withdrawn as long as it is identifiable. Their decision about whether or not to participate or to stop participating will not jeopardize you or their future relations with Auburn University, the Department of Curriculum and Teaching.

How will your students' privacy be protected?
Any information obtained in connection with this study will remain anonymous. The data collected will be protected by encoded files on Auburn Universities secure system. Information obtained through their participation may be used in fulfilling dissertation requirements, presentations at professional research conferences, and publications in professional journals.

What if I, my students, or their parents have questions about this study? We recognize that participating in studies may lead to some additional questions. Your student's agriculture education instructor has been informed of the study and will be able to answer many questions that you may have. You can also contact Ashley Holmes at anh0023@auburn.edu or Dr. Jason McKibben at jdm0184@auburn.edu. A copy of this document will be available for you to keep upon request.

Parent/Guardian Initials_____

Minor Participant Initials_____

PARENTAL PERMISSION/CHILD ASSENT

If you have questions about your students' rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone {334)-844-5966 or e-mail at IRBadmin@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH FOR YOUR STUDENTS TO PARTJICIPATE IN THIS RESEARCH STUDY. A SITE AUTHORIZATION FORM MUST BE RETURNED TO THE AU IRB ON YOUR SCHOOL LETTERHEAD. SITE AUTHORIZATION JFORMS WILL BE PROVIDED ALONGSIDE THIS INFORMAITON LETTER WICH IS YOURS TO KEEP.

_____   _____
Signature of Minor/Participant / Date   Printed Name of Minor/Participant

_____   _____
Signature of Parent/Guardian/ Date   Printed Name of Parent/Guardian

_____   _____
Signature of Investigator / Date   Printed Name of Investigator

_____   _____
Signature of Co-Investigator/ Date   Printed Name of Co-Investigtor

Version Date: _____

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AUBURN UNIVERSITY HUMAN RESEARCH PROTECTION PROGRAM (HRPP)

EXEMPT REVIEW APPLICATION

For assistance, contact: **The Office of Research Compliance (ORC)**
Phone: **334-844-5966**   E-Mail: **IRBAdmin@auburn.edu**   Web Address: **http://www.auburn.edu/research/vpr/ohs**
Submit completed form and supporting materials as one PDF through the IRB Submission Page
Hand written forms are not accepted. Where links are found hold down the control button (Ctrl) then click the link..

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1. **Project Identification**   **Today's Date: February 26, 2024**

        Anticipated start date of the project: ASAP   **Anticipated duration of project: 1 Year**
  f.   **Project Title: An Examination of the Self-Perceived Impact of Emotional Intelligence on the Leadership Ability of Alabama FFA Officers**

  g. **Principal Investigator (PI): Ashley Holmes**   Degree(s): M.S., Ed.S.
     Rank/Title: Graduate Student   Department/School: Curriculum and Teaching
     Role/responsibilities in this project: **Principal investigator, design, recruitment, consent process, data collection, data analysis, reporting**
     Preferred Phone Number: **(256) 612-1473**   AU Email: anh0023@auburn.edu

     Faculty Advisor Principal Investigator (if applicable): Jason McKibben
     Rank/Title: Assistant Professor   Department/School: Curriculum and Teaching
     Role/responsibilities in this project: **Faculty principal investigator, consent process, design**
     Preferred Phone Number: **(334) 844-4434**   AU Email: jdm0184@auburn.edu

     Department Head: Paul Fitchett   Department/School: Curriculum and Teaching
     Preferred Phone Number: **(334) 844-4434**   AU Email: pgf0011@auburn.edu
     Role/responsibilities in this project: Consent process

  h. **Project Key Personnel –** Identify all key personnel who will be involved with the conduct of the research and describe their role in the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting. (To determine key personnel, see decision tree). *Exempt determinations are made by individual institutions; reliance on other institutions for exempt determination is not feasible. Non-AU personnel conducting exempt research activities must obtain approval from the IRB at their home institution.*

    Key personnel are required to maintain human subjects training through CITI. Only for EXEMPT level research is documentation of completed CITI training NO LONGER REQUIRED to be included in the submission packet. NOTE however, **the IRB will perform random audits of CITI training records to confirm** reported training courses and expiration dates. Course title and expiration dates are shown on training certificates.

    Name: Ashley Holmes   Degree(s): **M.S., Ed.S.**
    Rank/Title: Graduate Student   Department/School: Curriculum and Teaching
    Role/responsibilities in this project: **Principal investigator, design, recruitment, consent process, data collection, data analysis, reporting**
    - AU affiliated? ☒ Yes ☐ No   If no, name of home institution: Click or tap here to enter text.
    - Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
    - Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes   ☒ No
    - If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
    - Completed required CITI training? ☒ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised Exempt Application form.
    - If YES, choose course(s) the researcher has completed: Responsible Conduct of Research   1/31/2026
                  Choose a course   Expiration Date

Name: Jason McKibben   Degree(s): **Ph.D.**

Rank/Title: Assistant Professor   Department/School: Curriculum and Teaching

Role/responsibilities in this project: **Faculty principal investigator, consent process, design**

- AU affiliated? ☒ Yes ☐ No   If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes   ☒ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☒ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.
- If YES, choose course(s) the researcher has completed: Human Sciences Basic Course   8/2/2026
                                                                          Responsible Conduct of Research   8/2/2026

Name: Click or tap here to enter text.   Degree(s): Click or tap here to enter text.

Rank/Title: Choose Rank/Title   Department/School: Choose Department/School

Role/responsibilities in this project: Click or tap here to enter text.

- AU affiliated? ☐ Yes ☐ No   If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes   ☐ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☐ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.
- If YES, choose course(s) the researcher has completed: Choose a course   Expiration Date
                                                                          Choose a course   Expiration Date

i.   **Funding Source –** Is this project funded by the investigator(s)? Yes ☒   No ☐

Is this project funded by AU?   Yes ☐   No ☒ If YES, identify source Click or tap here to enter text.

Is this project funded by an external sponsor? Yes ☐   No ☒   If YES, provide name of sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.
Name: Click or tap here to enter text.   Type: Click or tap here to enter text. Grant #: Click or tap here to enter text.

j.   List other AU IRB-approved research projects and/or IRB approvals from other institutions that are associated with this project. Describe the association between this project and the listed project(s):
Click or tap here to enter text.

2. Project Summary

a. Does the study _TARGET_ any special populations? Answer YES or NO to all.

Minors (under 18 years of age; if minor participants, at least 2 adults must
   be present during all research procedures that include the minors)   Yes ☒   No ☐

Auburn University Students   Yes ☐   No ☒

Pregnant women, fetuses, or any products of conception   Yes ☐   No ☒

Prisoners or wards (unless incidental, not allowed for Exempt research)   Yes ☐   No ☒

Temporarily or permanently impaired   Yes ☐   No ☒

b. Does the research pose more than minimal risk to participants? Yes ☐ No ☒

If YES, to question 2.b, then the research activity is NOT eligible for EXEMPT review. Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research is not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

c. Does the study involve any of the following? *If YES to any of the questions in item 2.c, then the research activity is NOT eligible for EXEMPT review.*

Procedures subject to FDA regulations (drugs, devices, etc.) Yes ☐ No ☒

Use of school records of identifiable students or information from instructors about specific students. Yes ☐ No ☒

Protected health or medical information when there is a direct or indirect link which could identify the participant. Yes ☐ No ☒

Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use. Yes ☐ No ☒

d. Does the study include deception? Requires limited review by the IRB* Yes ☐ No ☒

3. MARK the category or categories below that describe the proposed research. Note the IRB Reviewer will make the final determination of the eligible category or categories.

☒ **1.** Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)

☒ **2.** Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions). **Mark the applicable sub-category below (I, ii, or iii). 104(d)(2)**

☒ **(i)** Recorded information cannot readily identify the participant (directly or indirectly/ linked);
OR
- surveys and interviews: no children;
- educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.

☐ **(ii)** Any disclosures of responses outside would not reasonably place participant at risk; **OR**

☐ **(iii)** Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***

☐ **3.** Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses including data entry or audiovisual recording from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions. Research cannot have deception unless the participant prospectively agrees that they will be unaware of or misled regarding the nature and purpose of the research) **Mark the applicable sub-category below (A, B, or C).** 104(d)(3)(i)

☐ **(A)** Recorded information cannot readily identify the subject (directly or indirectly/ linked); **OR**

☐ **(B)** Any disclosure of responses outside of the research would not reasonably place subject at risk;
OR

☐ **(C)** Information is recorded with identifies and cannot have deception unless participants prospectively agree. **Requires limited review by the IRB.***

☐ **4.** Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimen that have been or will be collected for some other 'primary' or 'initial' activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (i, ii, iii, or iv).** 104 (d)(4)

☐ **(i)** Bio-specimens or information are publicly available;

☐ **(ii)** Information recorded so subject cannot readily be identified, directly or indirectly/linked investigator does not contact subjects and will not re-identify the subjects; **OR**

☐ **(iii)** Collection and analysis involving investigators use of identifiable health information when us is regulated by HIPAA "health care operations" or "research" or "public health activities and purposes" (does not include bio-specimens (only PHI and requires federal guidance on how to apply); **OR**

☐ **(iv)** Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.

☐ **5.** Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i)public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or service under those programs. (must be posted on a federal web site). 104.5(d)(5) (must be posted on a federal web site)

☐ **6.** Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives and consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

Limited IRB review – the IRB Chair or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.

**Category 3 – Benign Behavioral Interventions (BBI) must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.*

*** Exemption categories 7 and 8 require broad consent. The AU IRB has determined the regulatory requirements for legally effective broad consent are not feasible within the current institutional infrastructure. EXEMPT categories 7 and 8 will not be implemented at this time.*

Revised 02/01/2022

4. Describe the proposed research including who does what, when, where, how, and for how long, etc.

    a. Purpose

The purpose of this research study is to identify the extent to which emotional intelligence affects the leadership ability of student leaders serving as FFA officers in the state of Alabama. The National FFA Organization is a student leadership organization that provides numerous opportunities for students to develop and sharpen their leadership skills. These opportunities include serving in official leadership roles as officers, participating in a variety of contests, and attending leadership development workshops. This study can prove beneficial in that it can assist with shaping the manner in which future adolescent leadership and career development workshops are conducted. If a statistically significant relationship between perceived adolescent emotional intelligence and leadership effectiveness is determined, future leadership and career development workshops can be molded to encourage the implementation of emotional intelligence strengthening methods and techniques.

    b. Participant population, including the number of participants and the rationale for determining number of participants to recruit and enroll. Note if the study enrolls minor participants, describe the process to ensure more than 1 adult is present during all research procedures which include the minor.

The targeted population for this research study will consist of students serving as FFA officers in the state of Alabama during the 2023-2024 school year. The grade level of the participants will range from the 7th grade to being in the first year of post-secondary education. A purposive sampling method was utilized to ensure that the students will be currently serving in official leadership roles as an officer at either the chapter, district, and/or state levels. A total of five FFA officer teams were selected to participate in this study: one-chapter FFA officer team, the three district FFA officer teams in Alabama, and the Alabama FFA state officer team. The leadership positions in which each student serves will be pre-determined by the Agriscience teacher/advisor at each respective school and/or association prior to this study being conducted. Student survey completion will occur with the advisor, an Auburn representative, and/or state FFA staff members present to ensure multiple adults are present.

    c. Recruitment process. Address whether recruitment includes communications/interactions between study staff and potential participants either in person or online. *Submit a copy of all recruitment materials*.

Email will be utilized for study recruitment. Both the Douglas High School principal and the Alabama FFA Association staff will be contacted via email. Upon agreement and return of the site authorization letters, the information letter and parental consent waivers will be emailed to the FFA Advisor at Douglas High School and the Alabama FFA Association advisor. After the parent consent waivers are returned and confirmed by the researchers as all present, both advisors will be sent the email that will need to be forwarded to their FFA officers. This email will contain two hyperlinks to the surveys. The email will also remind students that participation is voluntary, that they can exit the surveys at any time, and that survey responses will remain completely anonymous.

    d. Consent process including how information is presented to participants, etc.

The initial email that will be sent to the principal at Douglas High School and the Alabama FFA Association staff will include information on the study. Upon agreement and return of the site authorization letters, the information letter and parent consent/minor assent document will be distributed to parents, informed consent will be given to any participants over age. After the parent permission/minor assent documents are returned and it is confirmed by researchers that all documents have been collected, both advisors will be emailed with instructions to forward to their FFA officers.

    e. Research procedures and methodology

No identifying markers will be used, and all data collected in this quantitative survey will remain completely anonymous. The online versions of both surveys do not include the name and birthdate that is shown on the paper versions. The surveys will be conducted through the online survey platform associated with each instrument. Students will access the surveys via an email containing both survey hyperlinks. Data that is collected will be stored in the online survey platforms. Both platforms utilize password-protected administration accounts that are only accessible to the principal investigator. Upon survey completion, data will be transferred into SPSS for analysis.

    k. **Anticipated time per study exercise/activity and total time if participants complete all study activities.**
        Upon IRB approval, the study will be conducted as soon as possible. The estimated completion time of the MLQ is 15 minutes, and the estimated completion time of the Bar-On EQ-i:Youth Version Short Form is 10 minutes. Total estimated time from beginning to conclusion of both surveys is 25 minutes.

    l. **Location of the research activities.**
        Douglas High School, Alabama
        Alabama FFA Association Office in Auburn, Alabama

    m. **Costs to and compensation for participants? If participants will be compensated describe the amount, type, and process to distribute.**
        There are no costs associated for the participants to participate in this study. No compensation will be provided for participating in this study.

    n. **Non-AU locations, site, institutions.** *Submit a copy of agreements/IRB approvals.*
        Douglas High School and Alabama FFA Association

    o. **Additional relevant information.**
        N/A

5. Waivers
Check applicable waivers and describe how the project meets the criteria for the waiver.

    ☐ Waiver of Consent (Including existing de-identified data)

    ☒ Waiver of Documentation of Consent (Use of Information Letter, rather than consent form requiring signatures)

    ☐ Waiver of Parental Permission (in Alabama, 18 years-olds may be considered adults for research purposes)

  b. **Provide the rationale for the waiver request.**
    A waiver of documentation of consent is only being sought for potential participants over 18. All participants under 18 will receive a parental consent/minor assent form. No identifying data will be collected, and all data will remain completely anonymous. The online versions of both surveys do not include the name and birthdate that is shown on the paper versions. There are no risks to the students, teachers, facilitators, administrators or any individuals associated with this study. Participation in this research study is completely voluntary. If the students do not wish to participate, they are not required to. If at any time the participant wishes to stop the survey, they can simply close the survey and data will not be recorded. No topics or questions will be asked that may cause any emotional or physical discomfort.

6. Describe the process to select participants/data/specimens. If applicable, include gender, race, and ethnicity of the participant population.
    A purposive sampling method was utilized to ensure that the students will be currently serving in official FFA leadership roles as an officer at either the chapter, district, and/or state levels. A total of five FFA officer teams were selected to participate in this study: one chapter officer team, the three district officer teams, and the state officer team. The leadership positions in which each student serves will be pre-determined by the Agriscience teacher/advisor at each respective school and/or association prior to this study being conducted. The grade level of the participants will range from the 7th grade to being in the first year of post-secondary education

7. Risks and Benefits
  7a. Risks - Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life (minimal risk).
    There are no risks to the students, teachers, facilitators, administrators or any individuals associated with this study. Participation in this research study is completely voluntary. If the students do not wish to participate, they are not

required to. If at any time the participant wishes to stop the survey, they can simply close the survey and data will not be recorded. No topics or questions will be asked that may cause any emotional or physical discomfort.

7b. Benefits – Describe whether participants will benefit directly from participating in the study. If yes, describe the benefit. And, describe generalizable benefits resulting from the study.

There will be no direct benefits to the participants for their participation in this study. No compensation will be provided. The knowledge gained in this study will provide insight into the emotional intelligence of adolescents serving in positions of leadership. If a statistically significant relationship between perceived adolescent emotional intelligence and leadership effectiveness is determined, future leadership and career development workshops can be molded to encourage the implementation of emotional intelligence strengthening methods and techniques.

8. Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage. Identify platforms used to collect and store study data. *For EXEMPT research, the AU IRB recommends AU BOX or using an AU issued and encrypted device. If a data collection form will be used, submit a copy.*

Both instruments utilize an online survey platform to collect and store data. The MLQ assessment utilizes an online account through the Multi-Heath Systems online survey-hosting platform. This platform requires the administrator to contact MHS in order to create a password-protected administration account. The administrator has sole access to both the account and the survey data. Similarly, the Bar On EQ-i:YV (S) requires the administrator to first contact Mind Garden, Inc. in order to create an administration account. The surveys are administered through Transform Survey Hosting, which is the online survey platform utilized by Mind Garden, Inc. This also utilizes a password-protected administration account in which the administrator retains the sole access. All data for both surveys will remain both confidential and anonymous, and will be input into SPSS. Respondent names will never be recorded, and there is no way survey answers can be associated with any individual. The online versions of both surveys do not include the name and birthdate that is shown on the paper versions. All data aggregation will occur without any form of individual markers. If at any point the participant chooses to exit either survey, no ramifications will occur. In addition to myself, Dr. McKibben will be provided access to the data collected.

b. If applicable, submit a copy of the data management plan or data use agreement.

N/A

9. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).

Both of the surveys will be conducted without the collection of any identifying data. All data will remain anonymous and confidential. Surveys will be competed online, so no conversations will occur. Participants will not be able to see the responses of other participants.

10. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the IRB review of the proposed research. If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, IRB approvals from other institutions, data use agreements, data collection form, CITI training documentation, etc.

Information Letter, Parental Permission, Approved Site Authorization Letter, Site Authorization Letter, Agriscience Teacher Email, Student Email Invitation, Principal Email, Bar-On EQ-i:YV (S) Instrument Sample, MLQ Leader Form Sample, CITI Training Certificate, CITI Training Transcript

Required Signatures *(If a student PI is identified in item 1.a, the EXEMPT application <u>must</u> be re-signed and updated at <u>every</u> revision by the student PI and faculty advisor. The signature of the department head is required <u>only</u> on the initial submission of the EXEMPT application, regardless of PI. Staff and faculty PI submissions require the PI signature on all version, the department head signature on the original submission)*

Signature of Principal Investigator: *Ashley Holmes*   **Date:** _____1/18/2024_____

Signature of Faculty Advisor (If applicable): *Jason Mc Kibben* **Date:** 24/Jan/2024_____

Signature of Dept. Head: _____   **Date:**_____

Version Date: 1/18/2024

Alabama
FFA Association

Agriscience Education   P | 334-844-5595
3410 Skyway Drive   F | 334-844-5593
Auburn, AL 36863 | **alabamaffa.org**

September 27, 2023

Institutional Review Board
c/o Office of Research Compliance
115 Ramsay Hall
Auburn University, AL 36849

Dear IRB Members,

After reviewing the proposed study, "An Examination of the Self-Perceived Impact of Emotional Intelligence on the Leadership Ability of Alabama FFA Officers", presented by Ms. Ashley Holmes, a graduate student at Auburn University, I have granted permission for the study to be conducted with the District and State Officers of the Alabama FFA Association.

The purpose of the study is to determine the perceived impact of emotional intelligence on the leadership ability of students serving as Alabama FFA officers during the 2023-2024 school year. The primary activity will be the completion of two survey instruments by the students currently serving as FFA officers. Only students serving as FFA officers in the 7th-12th grade are eligible to participate.

I understand that parental consent forms will be collected from all participants, and these forms will be sent prior to distribution to the FFA officers. Upon return of the parental consent forms, the surveys will be distributed via email to the Agriscience teacher or Alabama FFA Association administrator who will then forward the email to the FFA officer team. After receiving the email, the students will click on the hyperlinked surveys to be completed during their regularly scheduled Agriscience class. The surveys are expected to last approximately 25 minutes total. I expect that this project will end no later than October 31st. Ms. Holmes has my permission to contact our Agriscience teachers or Alabama FFA Association administrators to recruit our students and collect data.

Ms. Holmes has agreed to provide to my office a copy of all Auburn University IRB-approved, stamped consent documents before she recruits participants. Any data collected by Ms. Holmes will be kept confidential and will be stored in a password-protected online platform. Assessment data will have no impact on students' grades and will not affect their standing as an Alabama FFA officer.

If the IRB has any concerns about the permission being granted by this letter, please contact me at the phone number listed below.

Sincerely,

Collin Adcock, Alabama State FFA advisor/Agriscence Education Specialist
Alabama FFA Association
Collin.adcock@alsde.edu

PLEASE INSERT YOUR SCHOOL LETTERHEAD

Date

Institutional Review Board

c/o Office of Research Compliance

115 Ramsay Hall

Auburn University, AL 36849

Dear IRB Members,

After reviewing the proposed study, "An Examination of the Self-Perceived Impact of Emotional Intelligence on the Leadership Ability of Alabama FFA Officers", presented by Ms. Ashley Holmes, a graduate student at Auburn University, I have granted permission for the study to be conducted at School Name.

The purpose of the study is to determine the perceived impact of emotional intelligence on the leadership ability of students serving as Alabama FFA officers during the 2023-2024 school year. The primary activity will be the completion of two survey instruments by the students currently serving as FFA officers. Only students serving as FFA officers in the 7th-12th grade are eligible to participate.

I understand that parental consent forms will be collected from all participants, and these forms will be sent to the Agriscience teacher for distribution to the FFA officers. Upon return of the parental consent forms, the surveys will be distributed via email to the Agriscience teacher who will then forward the email to his/her FFA officer team. After receiving the email, the students will click on the hyperlinked surveys to be completed during their regularly scheduled Agriscience class. The surveys are expected to last approximately 25 minutes total. I expect that this project will end no later than October 31st. Ms. Holmes has my permission to contact our Agriscience teacher to recruit our students and will then collect data at School Name.

Ms. Holmes has agreed to provide to my office a copy of all Auburn University IRB-approved, stamped consent documents before she recruits participants on campus. Any data collected by Ms. Holmes will be kept confidential and will be stored in a password-protected online platform. Assessment data will have no impact on students' grades and will not affect their standing as an FFA officer.

If the IRB has any concerns about the permission being granted by this letter, please contact me at the phone number listed below.

Sincerely,

Name, Principal

School Name

Preferred Method of Contact

AGRISCIENCE TEACHER EMAIL INVITATION FOR ONLINE SURVEY

Dear (Insert Agriscience Teacher Name),

My name is Ashley Holmes, and I am a graduate student completing a Ph.D. in Career and Technical Education at Auburn University. I would like to invite your FFA officer team to participate in my research study to examine the perceived impact of emotional intelligence on adolescent leadership ability. Your students may participate in this study if they are currently serving as an FFA officer at either the chapter, district, or state level during the 2023-2024 school year.

Participants will be asked to take two online surveys, which are anticipated to take a total of 25 minutes. Please distribute the survey emails to your FFA officer team during their regularly scheduled class time.

There are no known risks associated with participating in this study, as no identifying information will be collected and all survey data will remain anonymous. There is no cost or compensation associated with participation in this study. The participation of both you and your FFA officers is completely voluntary.

If you would like to know more information about this study, please see the attached consent form. If you have additional questions, you can reach me at my cell number below or by sending me an email at anholmes@morgank12.org.

If you decide to participate in this study, please distribute the attached parental consent forms to your FFA officers. Upon receiving the parental consent forms, I will then send you the email that will need to be forwarded to your FFA officers. That email will contain hyperlinks to both surveys. Please instruct them to click the "submit" button when they conclude each survey.

If you have any questions, please contact me at (256) 612-1473 or my advisor, Dr. Jason McKibben at (334) 844-4434.

Thank you for your time and consideration,

Ashley Holmes

The Auburn University Institutional Review Board has approved this Document for use from __11/29/2023__ to __-------------__ Protocol # ___23-582 EX 2311___

STUDENT EMAIL INVITATION FOR ONLINE SURVEY

Dear (Insert School Name) FFA Officer,

My name is Ashley Holmes, and I am a graduate student completing a Ph.D. in Career and Technical Education at Auburn University. I would like to invite you to participate in my research study to examine the perceived impact of emotional intelligence on your leadership ability. You may participate in this study if you are currently serving as an FFA officer at either the chapter, district, or state level during the 2023-2024 school year.

Participants will be asked to take two online surveys, which are anticipated to take a total of 25 minutes.

There are no known risks associated with participating in this study, as no identifying information will be collected and all survey data will remain anonymous. There is no cost or compensation associated with participation in this study. Your participation is completely voluntary. If at any time you wish to exit, you may do so without any recourse.

If you would like to know more information about this study, please see the attached consent form. If you have additional questions, you can reach me at my cell number below or by sending me an email at anholmes@morgank12.org. If you decide to participate in this study, you can click on the embedded hyperlinks below. Each hyperlink will direct you to the survey. Upon finishing each survey, please click the "submit" button at the end to conclude the survey,

If you have any questions, please contact me at (256) 612-1473 or my advisor, Dr. Jason McKibben at (334) 844-4434.

Thank you for your time and consideration,

Ashley Holmes

Insert MLQ Assessment Hyperlink

Insert Bar-On EQ:I Youth Version Short Form Hyperlink

PRINCIPAL EMAIL INVITATION FOR ONLINE SURVEY

Dear (Insert Principal Name),

My name is Ashley Holmes, and I am a graduate student completing a Ph.D. in Career and Technical Education at Auburn University. I would like to invite the FFA officer team at your school to participate in my research study to examine the perceived impact of emotional intelligence on adolescent leadership ability. Your students may participate in this study if they are currently serving as an FFA officer at either the chapter, district, or state level during the 2023-2024 school year.

Participants will be asked to take two online surveys, which are anticipated to take a total of 25 minutes. They will be asked to complete this during their regularly scheduled Agriscience class time.

There are no known risks associated with participating in this study, as no identifying information will be collected and all survey data will remain anonymous. There is no cost or compensation associated with participation in this study. The participation of you, the Agriscience teacher, and your FFA officers is completely voluntary.

If you would like to know more information about this study, please see the attached consent form. If you have additional questions, you can reach me at my cell number below or by sending me an email at anholmes@morgank12.org.

If you decide to allow this study to be conducted on your campus, please complete the attached "Site Authorization Letter". Please complete by filling in the highlighted areas, and place on your school letterhead. Upon completion, please return the authorization letter to my email granting permission for my study to be conducted on your campus.

Upon receiving your response, I will then send an email to your Agriscience teacher that explains the study. This email will also contain the parental consent forms that the Agriscience teacher will distribute to the FFA officers. Upon the return of the parental consent forms, an email will be sent to the Agriscience teacher containing both surveys that the FFA officers will complete.

If you have any questions, please contact me at (256) 612-1473 or my advisor, Dr. Jason McKibben at (334) 844-4434.

Thank you for your time and consideration,

Ashley Holmes

INFORMATION LETTER
for a Research Study entitled
An Examination Leadership of FFA Officers

You are invited to participate in a research study to examine the self-perceived impact of emotional intelligence on adolescent leadership ability. The study is being conducted by Ashley Holmes, a graduate student, under the direction of Dr. Jason McKibben in the Auburn University Department of Agriscience Education. You are invited to participate because you are currently serving as FFA officers at either the chapter, district, or state level.

What will be involved if you participate?
If you decide to participate in this research study, you will be asked to complete two online surveys that will be distributed via email. Your total time commitment will be approximately 25 minutes.

Are there any risks or discomforts?
The risks associated with participating in this study are the same risks associated with attending class. To minimize these risks, we will ensure multiple adults are present during the assessment sessions.

Are there any benefits or costs to yourself or others?
If you participate in this study, there are no direct benefits or costs other than you time.

Can I change my mind about participation?
You can withdraw from the study at any time. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn as long as it is identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Curriculum and Teaching.

How will your privacy be protected?
Any information obtained in connection with this study will remain anonymous. The data collected will be protected by encoded files on Auburn Universities secure system. Information obtained through your participation may be used in fulfilling dissertation requirements, presentations at professional research conferences, and publications in professional journals.

What if I have questions about this study?
You can contact Ashley Holmes at anh0023@auburn.edu or Dr. Jason McKibben at jdm0184@auburn.edu.

5040 Haley Center

Auburn, AL 36849-5212

Telephone:

334-844-4434

Fax:

334-844-6789

www.auburn.edu

COLLEGE OF EDUCATION

CURRICULUM AND TEACHING

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334)-844-5966 or e-mail at IRBadmin@auburn.edu OR IRBChair@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICPATE, THE DATA YOU PROVIDE WILL SERVE AS YOUR AGREEMENT TO DO SO. THIS LETTER IS YOURS TO KEEP.

_____   _____
Investigator Signature   date   Co-investigator Signature   date

Printed Name   Printed Name

5040 Haley Center

Auburn, AL 36849-5212

Telephone:

334-844-4434

Fax:

334-844-6789

PARENTAL PERMISSION/CHILD ASSENT
for a Research Study An Examination Leadership of FFA Officers

What is the study and why are my students participating?
Your students are invited to participate in a research study to examine the self-perceived impact of emotional intelligence on adolescent leadership ability. The study is being conducted by Ashley Holmes, a graduate student, under the direction of Dr. Jason McKibben in the Auburn University Department of Agriscience Education. Your child is invited to participate because they are currently serving as FFA officers at either the chapter, district, or state level.

What will be involved if my students participate?
If you decide to allow them to participate in this research study, they will be asked to complete two online surveys that will be distributed to them via email. Your child's total time commitment will be approximately 25 minutes, and they will take these surveys during their regularly scheduled Agriscience class time.

Are there any risks or discomforts?
The risks associated with participating in this study are the same risks associated with attending class. To minimize these risks, we will ensure multiple adults are present during the assessment sessions.

Are there any benefits to your child or others? If your child participates in this study their is no direct benefit. There will be no compensation for participating. There will be no costs for participating.

If you or your child change your mind about their participation, they can be withdrawn from the study at any time. Their participation is completely voluntary. If your students choose to withdraw, their data can be withdrawn as long as it is identifiable. Their decision about whether or not to participate or to stop participating will not jeopardize you or their future relations with Auburn University, the Department of Curriculum and Teaching.

How will your students' privacy be protected?
Any information obtained in connection with this study will remain anonymous. The data collected will be protected by encoded files on Auburn Universities secure system. Information obtained through their participation may be used in fulfilling dissertation requirements, presentations at professional research conferences, and publications in professional journals.

What if I, my students, or their parents have questions about this study? We recognize that participating in studies may lead to some additional questions. Your student's agriculture education instructor has been informed of the study and will be able to answer many questions that you may have. You can also contact Ashley Holmes at anh0023@auburn.edu or Dr. Jason McKibben at jdm0184@auburn.edu. A copy of this document will be available for you to keep upon request.

Parent/Guardian Initials_____

Minor Participant Initials_____

5040 Haley Center

Auburn, AL 36849-5212

Telephone:

334-844-4434

Fax:

334-844-6789

www.auburn.edu

COLLEGE OF EDUCATION

CURRICULUM AND TEACHING
PARENTAL PERMISSION/CHILD ASSENT

If you have questions about your students' rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone {334)-844-5966 or e-mail at IRBadmin@auburn.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH FOR YOUR STUDENTS TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO ALLOW THEM TO PARTICIPATE. YOUR CHILD'S SIGNATURE INDICATES THEIR WILLINGNESS TO PARTICIPATE.

_____   _____
Signature of Minor/Participant / Date   Printed Name of Minor/Participant

_____   _____
Signature of Parent/Guardian/ Date   Printed Name of Parent/Guardian

_____   _____
Signature of Investigator / Date   Printed Name of Investigator

_____   _____
Signature of Co-Investigator/ Date   Printed Name of Co-Investigtor

Version Date: _____

CITI PROGRAM

Completion Date 31-Jan-2023
Expiration Date 31-Jan-2026
Record ID 50322083

This is to certify that:

Ashley Holmes

Has completed the following CITI Program course:

Responsible Conduct of Research
(Curriculum Group)
AU Basic RCR Training for ALL Faculty, Staff, Postdocs, and Students
(Course Learner Group)
1 - RCR
(Stage)

Not valid for renewal of
certification through CME.

Under requirements set by:

Auburn University

CITI
Collaborative Institutional Training Initiative

101 NE 3rd Avenue, Suite 320
Fort Lauderdale, FL 33301 US
www.citiprogram.org

Verify at www.citiprogram.org/verify/?web56389c-6d9d-4170-9d6d-144cdd33cbee-50322083

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 1 OF 2
COURSEWORK REQUIREMENTS*

* NOTE: Scores on this Requirements Report reflect quiz completions at the time all requirements for the course were met. See list below for details. See separate Transcript Report for more recent quiz scores, including those on optional (supplemental) course elements.

- **Name:** Ashley Holmes (ID: 7225916)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** anholmes@morgank12.org
- **Institution Unit:** Agriscience Education
- **Phone:** 2566121473

- **Curriculum Group:** Responsible Conduct of Research
- **Course Learner Group:** AU Basic RCR Training for ALL Faculty, Staff, Postdocs, and Students
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Biomedical Research**. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 50322083
- **Completion Date:** 31-Jan-2023
- **Expiration Date:** 31-Jan-2026
- **Minimum Passing:** 90
- **Reported Score*:** 96

REQUIRED AND ELECTIVE MODULES ONLY	DATE COMPLETED	SCORE
Authorship (RCR-Basic) (ID: 16597)	31-Jan-2023	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	31-Jan-2023	5/5 (100%)
Conflicts of Interest and Commitment (RCR-Basic) (ID: 16599)	31-Jan-2023	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	31-Jan-2023	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	31-Jan-2023	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	31-Jan-2023	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	31-Jan-2023	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	31-Jan-2023	5/5 (100%)
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	31-Jan-2023	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	31-Jan-2023	3/5 (60%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k37474a2b-8452-42c6-ba54-7b365dbfb328-50322083

Collaborative Institutional Training Initiative (CITI Program)
101 NE 3rd Avenue
Suite 320
Fort Lauderdale, FL 33301 US

Email: support@citiprogram.org
Phone: 888-529-5929
Web: https://www.citiprogram.org

COLLABORATIVE INSTITUTIONAL TRAINING INITIATIVE (CITI PROGRAM)
COMPLETION REPORT - PART 2 OF 2
COURSEWORK TRANSCRIPT**

** NOTE: Scores on this Transcript Report reflect the most current quiz completions, including quizzes on optional (supplemental) elements of the course. See list below for details. See separate Requirements Report for the reported scores at the time all requirements for the course were met.

- **Name:** Ashley Holmes (ID: 7225916)
- **Institution Affiliation:** Auburn University (ID: 964)
- **Institution Email:** anholmes@morgank12.org
- **Institution Unit:** Agriscience Education
- **Phone:** 2566121473

- **Curriculum Group:** Responsible Conduct of Research
- **Course Learner Group:** AU Basic RCR Training for ALL Faculty, Staff, Postdocs, and Students
- **Stage:** Stage 1 - RCR
- **Description:** This course is for investigators, staff and students with an interest or focus in **Biomedical Research**. This course contains text, embedded case studies AND quizzes.

- **Record ID:** 50322083
- **Report Date:** 06-Jul-2023
- **Current Score**:** 100

REQUIRED, ELECTIVE, AND SUPPLEMENTAL MODULES	MOST RECENT	SCORE
Using Animal Subjects in Research (RCR-Basic) (ID: 13301)	31-Jan-2023	5/5 (100%)
Research Involving Human Subjects (RCR-Basic) (ID: 13566)	31-Jan-2023	5/5 (100%)
Plagiarism (RCR-Basic) (ID: 15156)	31-Jan-2023	5/5 (100%)
Authorship (RCR-Basic) (ID: 16597)	31-Jan-2023	5/5 (100%)
Collaborative Research (RCR-Basic) (ID: 16598)	31-Jan-2023	5/5 (100%)
Conflicts of Interest and Commitment (RCR-Basic) (ID: 16599)	31-Jan-2023	5/5 (100%)
Peer Review (RCR-Basic) (ID: 16603)	31-Jan-2023	5/5 (100%)
Research Misconduct (RCR-Basic) (ID: 16604)	31-Jan-2023	5/5 (100%)
Data Management (RCR-Basic) (ID: 16600)	31-Jan-2023	5/5 (100%)
Mentoring (RCR-Basic) (ID: 16602)	31-Jan-2023	5/5 (100%)

For this Report to be valid, the learner identified above must have had a valid affiliation with the CITI Program subscribing institution identified above or have been a paid Independent Learner.

Verify at: www.citiprogram.org/verify/?k37474a2b-8452-42c6-ba54-7b365db/b328-50322083

Collaborative Institutional Training Initiative (CITI Program)
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Phone: 888-529-5929
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CITI PROGRAM

Completion Date 02-Aug-2023
Expiration Date 02-Aug-2026
Record ID   56139937

This is to certify that:

Jason McKibben

Has completed the following CITI Program course:

Not valid for renewal of
certification through CME.

IRB Additional Modules
(Curriculum Group)
Internet Research - SBE
(Course Learner Group)
1 - Basic Course
(Stage)

Under requirements set by:

Auburn University

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Collaborative Institutional Training Initiative

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