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The Mediating Role of Self-Efficacy between the Impact of a Leader's Emotional Intelligence on Organizational Change Management

Tamara Alamad¹

Abstract

In this study, we investigate how self-efficacy mediates the relationship between a leader's emotional intelligence and organizational change management in Jordanian universities and how these three factors are interrelated. To achieve this goal, questionnaires were used to collect data. The sample included 286 faculty members in Jordanian universities. The Partial Least Square Structural Equation Model (PLS-SEM) was used to conduct a mediation study to test the hypothesized model. The results show a positive correlation between leaders' emotional intelligence, self-efficacy, and organizational change management. In addition, self-efficacy was found to have a positive correlation with organizational change management. According to the mediation study, leaders' self-efficacy is a mediator between organizational change management and emotional intelligence. The authors suggest using the sub-dimensions of the above variables in future studies to test this model; this could lead to the development of different models. By doing so, leaders can test their emotional intelligence to determine whether it has an impact on their subordinates' self-efficacy in managing organizational change. University leaders should consider emotional intelligence when dealing with their subordinates, as this study found that positive emotional intelligence for leaders is associated with higher levels of self-efficacy and performance for subordinates.

Keywords: *Jordanian Universities, Leader's Emotional Intelligence, Organizational Change Management, Self-efficacy*

Introduction

Managing effectively revolves around strong leadership (Alotaibi et al., 2020). The organization's performance and the quality of its outcomes are directly correlated to the effectiveness and efficiency of its leadership (Tigre et al., 2023). As the bedrock and pivotal component of management, leadership ranks high among the most critical responsibilities of managers (Jiménez, 2018). Because every organization needs a leader to keep everyone on the same page and make sure everyone is pulling their weight to reach their goals, intelligent leadership is a factor in how people interact inside the company (Shatila et al., 2023; Spagnalli et al., 2021). Institutions, including educational institutions, must have intelligent leadership styles, including emotional intelligence, and choose the appropriate style, which is crucial for success and excellence in light of the increasing technological development, intense competition, and rapid environmental changes that organizations must contend with (Iannotta et al., 2020; Alhawamdeh et al., 2023). According to Bagga et al. (2023), intelligent leadership

¹ Associate Professor, Faculty Educational Sciences, Jerash University, Jerash, Jordan, PO. Box 26150, Email: tamara.alamad@jpu.edu.jo
Orcid: <https://orcid.org/0009-0000-8337-7257>

styles aim to inspire their followers to pursue lofty principles and objectives instead of pursuing their own self-interest, which is why they are seen as powerful agents of positive change. Because they can see the big picture and have a compelling vision for the future of the organization, intelligent leaders are the change agents. This vision serves as a compass for their actions and choices inside the company (Eneizan et al., 2019; Bayraktar & Jiménez, 2020). By looking internally at the people working for the company, change management aims for the best possible adaptation to external factors (Idogawa et al., 2023). To rephrase, organizations undergo change when they institute procedures to respond to changes in their external environments (Helmke et al., 2013). Staff members must be involved in the change process because they are unique individuals with a wide range of demands, perspectives, emotions, and experiences (Stolzenberg & Heberle, 2022). Three domains are involved in change management. The first is the organization's leadership, which has a responsibility to foster a favorable attitude toward the change objectives and guarantee the involvement of the organization's smallest social element the individuals (Bagga et al., 2023). The second component is the institutional framework, which could be resistant to change (Jabri & Jabri, 2022). This framework encompasses strategies, formal practical organization, and structural organization. Because change at the individual and structural levels alone can encounter major problems without the involvement of institutional culture, behavioral values and rules associated with institutional culture are considered very important for change processes (Bagga et al., 2023; Zraqat et al., 2021). This means that change management is a way of thinking that emphasizes workers' autonomy and agency in enhancing the company's bottom line (Alqudah et al., 2022).

Also, there are a lot of potential dangers in change processes, especially in HRM. In this regard, leaders should prioritize the organization's health if they want to keep performance levels high even when things are changing (Jordan, 2004). Any effective leader must have a firm grasp of not only their own but also the emotions of those around them if they are to inspire their team members and build rapport with them on an emotional level (Feldman & Mulle, 2023). Jiménez (2018) noted that a leader's emotional intelligence is a key factor in the organization's performance and the confidence that employees have in the leader's abilities. The self-efficacy of an employee is an important metric for organizational executives to track. It shows how confident an employee is in their own abilities to handle problems and how much work they put into doing so (Ng & Lucianetti, 2016). The capacity of leaders to manage their subordinates in the company is greatly impacted by their emotional intelligence, which is seen as a measure of how effective a leader is (Smith et al., 2015). Leaders' emotional intelligence and their capacity to inspire faith in their colleagues' abilities are crucial to an organization's success, according to Jiménez (2018). Because employees' belief in their own abilities to make a change is crucial to the success of that change, it is imperative that leaders understand what motivates their employees to feel this way (Ng & Lucianetti, 2016). Because self-efficacy is a measure of how confident an individual is in his or her own abilities to complete a task, it is important to remember that this trait is quite context dependent (Rossiandy & Indradewa, 2023). Beliefs have a significant impact on the outcomes of events; for instance, a person's likelihood of succeeding despite obstacles increases if they have faith in their own talents (Wang et al., 2023). In line with Bandura's (2012) idea that self-efficacy is affected by motivational and emotional processes, a leader with strong emotional intelligence can increase their subordinates' self-efficacy by convincing them of their own skills.

The present study aimed to fill a gap in the literature by investigating how the emotional intelligence of leaders affects employees' belief in their abilities throughout organizational

transitions. Because of this, we don't know nearly enough about how the competencies of leaders affect the self-efficacy of their subordinates throughout transitions. Few research has examined the impact of leaders' emotional intelligence on self-efficacy and the workforce during transition, or how important factors affect these variables. According to Black et al. (2018), additional research is needed to fully understand the connection between self-efficacy and emotional intelligence. Similarly, Murdoch (2015) pointed out that research on the connection between leaders' emotional intelligence and the performance of their subordinates is limited. According to Petrides et al. (2016), there should be additional research on emotional intelligence and how it relates to attitudes between superiors and subordinates during periods of transition. Additional research is required to determine the impact of emotional intelligence on followers, according to Akhtar et al. (2015). There is a pressing need to carry out this study since, as the research revealed, no previous studies have established a connection between the variables that will be examined. In Jordanian college life, dealing with the effects of the coronavirus epidemic on educational institutions has made leadership style a key factor in driving change and improving university performance. Emotional intelligence, which encompasses values like fairness, respect for individuals, and effective communication, is essential for university administrators. A major difficulty for university administrators in Jordan is figuring out how change affects their subordinates' sense of self-efficacy. Every time a new administration takes over a Jordanian university, the rules and processes that employees have been accustomed to seeing implemented undergo substantial modifications. According to Al-Khaza'leh et al. (2023), new university executives frequently make changes without fully considering how these changes will affect their subordinates' morale and self-efficacy. As a result, they are caught off guard when these changes do not produce the expected outcomes. In times of organizational change, when the likelihood of success is uncertain, universities that plan to implement change can benefit from training programs and strategies based on research into the correlation between emotional intelligence and subordinates' self-efficacy. Since self-efficacy acts as a mediator between emotional intelligence and change management, this study set out to assess the EQ of university leaders.

Literature Review

Leader's Emotional Intelligence

Thorndike's study (1920) was one of the first studies on emotional intelligence. The study focused on the effects of emotions on people's rational thinking. Thorndike and Stein (1937) then established a link between leadership and emotional intelligence. Payne (1985) found that emotional intelligence, like other parts of intelligence, develops over time. Salovey and Mayer (1990) laid the foundation for the theory of emotional intelligence as part of social intelligence. Goleman (1995) referred to five characteristics of emotional intelligence and revised these characteristics to four in 2000, from which he excluded motivation. Nikolaou and Tsaousis (2002) referred to emotional intelligence in relation to organizational commitment and stress tolerance in the workplace. According to Goleman's theory of emotional intelligence, emotional intelligence consists of four traits: The first characteristic is related to self-awareness. Self-awareness is described as a person's ability to know their strengths and weaknesses (Alsakarneh et al., 2019; Goleman, 2014). Self-awareness helps to recognize feelings, achieve mental alertness, and make a self-assessment of behaviors and the reactions of others to these behaviors (Feize & Faver, 2019; Alkhawaldeh et al., 2023). Pienaar and Nel (2017) pointed out that self-awareness increases leaders' effectiveness in recognizing subordinates' reactions to

their words and behaviors. The second characteristic is related to self-management, which refers to an individual's ability to adapt to surrounding circumstances, take initiative, and achieve success in conjunction with transparency and emotional self-control (abdelqader et al., 2018; Khalili, 2012). Self-management has been defined as a person's ability to control negative impulses and manage emotions while interacting with others (Ikpesu, 2017). The third characteristic is social awareness, which includes interpersonal skills such as empathy, listening, sensing, and recognizing the emotions of others through visual cues and body language (Nguyen et al., 2019). Social awareness helps the leader relate to, influence, and motivate their followers by creating a state of empathy and the ability to understand their viewpoints, which provides the leader with tools for relationship management (Goleman, 2014). The fourth characteristic of emotional intelligence is relationship management. This characteristic brings together the previous three characteristics and gives the leader the ability to inspire, influence, and bring about change (Goleman & Boyatzis, 2017). Relationship management helps the leader manage conflict and achieve organizational change goals. Jiménez (2018) pointed out that possessing traits of emotional intelligence enables a leader to understand their strengths and weaknesses, capitalize on the strengths, and avoid the effects of the weaknesses. Neil et al (2016) pointed out that relationship management is considered one of the most important factors related to subordinates' self-efficacy and organizational change by showing empathy with subordinates.

Organizational Change Management

Shin et al. (2012) view organizational change as the transformation of old business processes into new, desirable ones that affect organizations in their operations and strategies. Bagga et al. (2023) believe that the organizational change process involves a number of processes, including planning for change and communicating the goals of change to subordinates, as well as solving problems related to resistance to change. Organizations undertake change processes to adapt to changes in the internal and external environment, and leaders need to understand the reasons for change in order to convince subordinates of these changes (Cabrera et al., 2018). Kotter (2012) pointed out that change is an organized process that consists of eight steps that facilitate the change process when implemented effectively. The first step to change is to develop an individual sense of urgency for change. Developing a sense of urgency is also a characteristic of leaders with high emotional intelligence because they know when to speed up and slow down the pace of the organization's actions (Goleman et al., 2017). The second step is to form a leadership coalition, i.e., the leader must gather allies to initiate the change process, as the leader cannot accomplish the change alone. It should be noted here that choosing the right leadership coalition is linked to emotional intelligence in terms of social awareness (Goleman et al., 2017). The third step is to develop a vision and a strategy that enable the leader to increase the subordinates' passion for change, and the vision enables the subordinates to identify the goal of organizational change. Since the leader has social awareness, he or she can share ideas (Goleman et al., 2017). The fourth step is communicating the vision of change, because the leader's ability to communicate the vision is one of the most important factors in the success of leadership in the change process because communicating the vision that serves the organization and not just the leader helps subordinates accept the change processes (Venus et al., 2019). The fifth step is empowerment to work at scale, as empowered subordinates better embrace the leader's vision and policies (Gao and Jiang, 2019). The sixth step is achieving short-term gains. Kotter (2012) pointed out that achieving short-term gains in a long phase of change leads to subordinates and leaders staying engaged in the change process, as short-term gains lead to the maintenance of a positive organizational culture that supports the change

vision and strategy. The seventh step is to consolidate gains and bring about further change, with the aim of not allowing a return to the pre-change situation (Kotter, 2012). The eighth step is to establish new approaches in the culture. The organization can return to the values before the change if the change is not anchored in the culture of the organization. This is where leaders must become part of the culture in order for the changes to take hold in the organization (Kotter, 2012).

Self-Efficacy

Bandura (1977) defined self-efficacy as “belief in one's ability or competence to successfully accomplish a goal or task or to influence the outcome.” Self-efficacy is considered one of the most important factors that influence an individual's performance in general, as it is one of the dimensions of personality that determines the type of actions and behaviors that the individual will perform in different life situations (Rossiandy & Indradewa, 2023). Self-efficacy is a psychological concept whose ultimate content summarizes the individual's confidence in his or her ability to actually achieve something, i.e., to make informed decisions regarding certain behavioral options. Those who have high self-efficacy form strong beliefs about their ability to bring about change in the environmental group according to a superior performance strategy (Wang et al., 2023). The concept of self-efficacy develops through active experiences that are prevalent and meaningful. It is the individual's belief in the degree of efficacy of their own abilities and the components of the individual's life that include them, as well as a realistic cognitive and emotional attitude towards dealing with situations or problems (Maheshwari & Kha, 2022). Social cognitive theory includes self-efficacy, as social cognitive theory provides a framework for understanding why and how people are motivated (Bandura, 2018). Social cognitive theory assumes that human behavior can be motivated and regulated by behavioral, personal and environmental factors. A leader can influence the behavior of individuals by understanding the behavioral and personality determinants of subordinates (Alavi & McCormick, 2016). Self-efficacy is highly influenced by the individual's environment, as self-efficacy helps determine the extent to which the individual believes in his or her ability to accomplish a particular task (Rossiandy & Indradewa, 2023). Beliefs affect the outcomes of events, as a person with high levels of self-efficacy can overcome the challenges, they face to achieve their goals (Wang et al., 2023). According to Bandura (2012), emotional and motivational processes have an impact on self-efficacy. In this context, a leader who possesses high emotional intelligence can enhance their subordinates' self-efficacy by increasing their belief in their own abilities.

Hypothesis Development

Leader's Emotional Intelligence and Organizational Change Management

Nguyen et al. (2019) examined the impact of leaders' emotional intelligence on self-efficacy through management communication in times of organizational change. Issah (2018) pointed out that feeling fear and anxiety is considered the beginning of change, and here a leader who has emotional intelligence can influence their subordinates to accept the change. Subordinates will accept change if the leader can effectively manage the emotions associated with change. Jiménez (2018) found that there is an important relationship between emotional intelligence and organizational change. Mahal (2016) concluded that the lack of employee engagement is related to the emotional intelligence of leaders. Motivating subordinates to link their goals and aspirations to the organization's vision requires leaders' communication skills (Goleman, 2014).

Rexhepi and Berisha (2017) found that the level of emotional intelligence influences the success of change management. Dhingra and Punia (2016) concluded that self-awareness, self-management and the ability of leaders to deal with the feelings of others in conjunction with their own feelings are among the most important factors in change management success. Bozdoan (2023) found that emotional intelligence has a negative impact on resistance to change. Koutsoumpa (2023) pointed out that emotional intelligence plays a prominent role in effective leadership, as leaders who have high emotional intelligence can make quality decisions and effectively manage the tensions that accompany change in the organization. Kamaljeet (2023) stated that emotional intelligence plays an important role in changing mindsets. Based on the above discussion, we have hypothesized the following:

H1: *Leaders' emotional intelligence positively and significantly affects organizational change management.*

Leader's Emotional Intelligence and Self-Efficacy

Bandura (1977) found that self-awareness and self-management are important in order to increase self-efficacy. In this context, self-efficacy can be related to Goleman's (1995) theories of emotional intelligence. Both theories focus on emotions and the ability to control them in order to achieve goals (Black et al., 2019). People who have self-efficacy want to achieve success, set goals and achieve them (Huang, 2016). Kaufhold and Johnson (2005) found that the possession of emotional intelligence skills contributes to the development of social skills. Self-efficacy is enhanced by observing individuals who achieve significant success and maintain a good emotional state (Farooq et al., 2022). Bandura (1997) found that individuals who have self-awareness and control their emotions can develop their self-efficacy well. The control of emotions is an important aspect of emotional intelligence. Emotional intelligence thus contributes to the formation of self-efficacy through self-awareness and self-regulation of emotions (Fabio & Palazzeschi, 2008). Gundlach et al. (2003) found that individuals with high emotional intelligence are able to build their self-efficacy through their awareness of their emotional state. Khan et al. (2023) found a positive relationship between emotional intelligence and self-efficacy. Based on the above discussion, we hypothesized the following:

H2: *Leaders' emotional intelligence positively and significantly affects the Self-efficacy of employees.*

Self-efficacy and Organizational Change Management

Bayraktar and Jiménez (2020) pointed out that there is a strong relationship between leaders who provide emotional support to their subordinates in times of change and the self-efficacy of those subordinates. Nwanzu and Babalola (2019) pointed out the overlap of organizational change with self-efficacy theory, which states that the possession of self-efficacy motivates subordinates and increases their confidence in their abilities to cope with organizational change. Judge et al. (1999) found a statistically significant relationship between a positive self-concept and adaptation to change. Book et al. (2019) pointed to the possibility that managers influence subordinates' self-efficacy. Andrew and Mohankumar (2017) pointed out that self-efficacy strengthens individuals' belief in themselves and their abilities during times of organizational change. Huang (2016) found that self-efficacy is related to goal achievement. Therefore, subordinates who have high self-efficacy are more likely to achieve organizational change goals. Rapp et al (2014) found a strong link between self-efficacy and individual performance. Based on the above, we hypothesized the following:

H3: *The self-efficacy of employees positively and significantly affects organizational change management.*

Self- Efficacy as a Mediating Role in the Relationship between Leader's Emotional Intelligence and Organizational Change Management

This study examines self-efficacy and its influence on the relationship between emotional intelligence and organizational change management. The success or failure of organizational change depends on the extent to which the manager succeeds in convincing employees of the change and the extent to which they accept this change. Bandura (2018) found that individuals' self-efficacy directly contributes to the success or failure of their efforts, including organizational change. In this context, a theoretical link can be made between the leader's self-perception and self-management and their ability to create a sense of urgency and communicate their vision within the framework of the organizational change model, which consists of eight steps. Similarly, the organizational change model can be related to the creation of short-term success according to Bandura's (2012) theory related to self-efficacy, whereby a leader who possesses emotional intelligence succeeds in creating a sense or feeling of confidence in their followers. The relationship between the leader's emotional intelligence and the self-efficacy of their followers occurs when they interact, according to Bandura's (2012) social interaction theory and Goldman's (2014) social awareness theory. This construct provides a positive and negative exchange of ideas between the leader and their followers during times of change, which has an impact on the implementation of Kotter's (2012) organizational change model. The level of emotional intelligence of the leader and the self-efficacy of the followers determines the extent of success or failure in the organizational change process. Based on the above discussion, we hypothesized the following:

H4: *Leaders' emotional intelligence positively and significantly affects managing organizational change through the self-efficacy of employees.*

Research Model

Based on the above discussion in the hypothesis's development, the research portrays the anticipated direction of the relationships among the variables in Fig 1.

Research Model

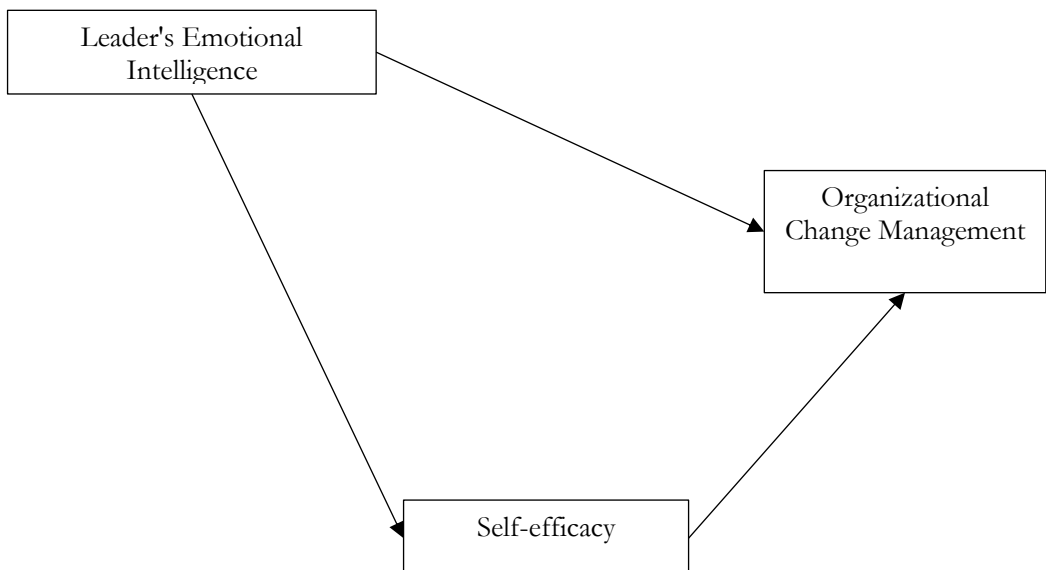


Fig 1: Research Model.

Research Methodology

A questionnaire survey was carried out among university faculty members in Jordan to examine the hypotheses mentioned above. Faculty members from 10 universities in the central region of Jordan received the Arabic version of the questionnaire and were asked to fill it out independently. There were 349 questionnaires altogether; however, 63 of them were discarded due to their unsuitability for analysis. The months of September and October 2023 were used for data collection. The Leader's Emotional Intelligence (LEI) 12-item scale was adapted from the work of Wong and Law (2002). We used and revised the 6-item Self-Efficacy (SE) scale originally developed by Sherer et al. (1982). Adapted and revised from Yu's (2009) 9-item Organisational Change Management (OCM) questionnaire. On a 5-point Likert scale, where 1 indicates "strongly disagree" and 5 indicates "strongly agree," participants were requested to provide their responses. Researchers employed Structural Equation Modelling (SEM) to determine the relationship between leaders' emotional intelligence, self-efficacy, and organisational change management. Using SEM, one may check the structural model's fit with the rest of the model at the same time. Structural equation modelling (SEM) is a well-liked multivariate method for assessing the interdependencies across components and between individual components and their respective metrics. Fornell and Bookstein (1982) states that component-based methods, such as partial least square (PLS-SEM), and co-variance-based methods, are the two most popular approaches to structural equation modelling (SEM). Both approaches rely on fit analysis models as their foundational statistical premise, however these models are not identical. The goal of this study is not to determine which model is most applicable; rather, it is to test and predict using the partial least square method, which is based on the literature (Sosik et al. 2009). The first of two parts to data evaluation are checking the measurement model for accuracy and reliability, which includes checking for convergent and discriminant validity as well as internal consistency and indicator reliability.

Results and Discussion

To ensure the constructs' discriminant and convergent validity, a measurement model evaluation was carried out. Here we will go over both of these points of validity. In order to determine whether the concept is convergently valid, researchers propose three requirements. You can see the outcomes of the constructs' measurement models in Table 1. With the exception of OCM1, the results showed that all of the variables' factor loadings were more than 0.6. This item was removed because, according to Hair et al. (2017), items with loadings below 0.6 do not contribute to the construct of the variable. The results indicated that the values of Average of Variance Extracted (AVE) are all above the threshold of 0.5. In addition, both composite reliability (CR) is above 0.7, the Cronbach's alpha values also are above 0.7 which indicated that all meet the cut-off values. There is an absence of internal consistency and dependability when the composite reliability is less than 0.6 (Hair et al. 2017). For exploratory research, a composite reliability score between 0.6 and 0.7 is considered appropriate (Hair et al. 2017). Table 1's items meet the criteria for convergent validity.

Table 1: Measurement Model.

	Factors Loading	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)	VIF
Leader's Emotional Intelligence		0.943	0.945	0.950	0.613	
LEI1	0.731					2.534
LEI2	0.745					2.744
LEI3	0.792					2.145
LEI4	0.743					2.037
LEI5	0.795					2.577
LEI6	0.763					2.75
LEI7	0.792					2.592
LEI8	0.777					2.729
LEI9	0.819					2.521
LEI10	0.843					2.13
LEI11	0.809					2.56
LEI12	0.781					2.038
Organizational Change Management		0.866	0.863	0.895	0.518	
OCM1	Deleted					
OCM2	0.651					2.167
OCM3	0.617					2.344
OCM4	0.627					1.613
OCM5	0.794					2.989
OCM6	0.774					2.366
OCM7	0.783					2.532
OCM8	0.741					2.63
OCM9	0.747					2.813
Self-efficacy		0.922	0.923	0.939	0.721	
SE1	0.795					2.004
SE2	0.854					2.65
SE3	0.876					2.238
SE4	0.895					2.536
SE5	0.885					2.442
SE6	0.784					1.975

Convergent and discriminant validity assessments were conducted using the PLS-SEM approach to determine construct validity, on the other hand. Therefore, AVE is used to evaluate convergent validity only when the value of AVE is higher than 0.50. According to Table 2, the constructs' AVE was higher than 0.50, which means that convergent validity has been proven. The literature also provided guidelines for determining discriminant validity, stating that latent variable square roots of AVEs should be larger than latent variable correlations. Another requirement is that the Heterotrait-monotrait Ratio Discriminant Validity be below 0.90. Data produced in relation to discriminant validity is displayed in Tables 2 and 3. According to the findings of the measurement model evaluation, the research model under consideration was suitable for the structural model evaluation.

Table 2: Heterotrait-Monotrait Ratio Discriminant Validity.

	Leader's Emotional Intelligence	Organizational Change Management	Self-efficacy
Leader's Emotional Intelligence			
Organizational Change Management	0.686		
Self-efficacy	0.711	0.613	

Table 3: Fornell-Larcker Criterion Discriminant Validity.

	Leader's Emotional Intelligence	Organizational Change Management	Self-efficacy
Leader's Emotional Intelligence	0.783		
Organizational Change Management	0.630	0.720	
Self-efficacy	0.674	0.563	0.849

Researchers made sure questionnaire participants' identities were kept secret and did not accept questions with unclear answers in order to prevent frequent technique bias. It is possible for researchers to steer respondents' answers in a same way while collecting data via questionnaires,

leading to some shared variation in the indicators. One typical way to check for bias in a method is to utilise Harman's single factor test. When conducting Harman's single factor test, one compares the first component's (or factor's) percentage of variation to a cutoff of 0.5. In addition, researchers used Harman's single-factor test to confirm if the data had a common approach bias. Table 3 showed a single-factor variation of less than 50%, indicating that common technique bias is no longer a concern.

Table 4: Common Method Bias.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	12.337	45.691	45.691	12.337	45.691	45.691	4.642	17.193	17.193

Table 4 displays the model's predictive capability. The effect size, f^2 , was used to evaluate not only the R^2 but also the change in the R^2 value upon exclusion of a specific exogenous construct from the model and the extent to which it affected the endogenous constructs. Sullivan and Feinn (2012) state that the p-value and substantive significance (f^2) both indicate the power of the model, making effect size assessment crucial. The recommended range for f^2 evaluations is 0.02 for a little influence, 0.15 for a medium effect, and 0.35 for a high effect of the external latent variable (Cohen 1988). A significance level below 0.02 indicates that the effect is not statistically significant. Additionally, as seen in Table 4, OCM was significantly affected by the removal of LEI and SE. The significance of the structural model in forecasting the indicators of endogenous constructs is predicted by the Q^2 value that is displayed in Table 4, which is "determined by the blindfolding procedure" (Hair et al. 2014). This method uses the estimated models to predict what the missing data matrix will be. You can apply the blindfold method on one or more items, and it works well with reflected measurement models (Hair et al. 2014). "Predictive relevance is sufficient when $Q^2 > 0$, and it is lacking when $Q^2 < 0$ " (Fornell and Cha 1994).

Table 5: Predicted Capability of this Model.

Exogenous Variables	R^2	F^2	Q^2
Organizational Change Management	0.432		0.207
Self-efficacy	0.455	0.834	0.324

Assessment of Structural Model

Once the measurement model assessment is validated and carried out as the second step of analysis in the PLS-SEM approach, structural model evaluation becomes crucial. By doing so, we may gauge the statistical importance of the path coefficients and foretell the framework's predictive usefulness. We followed the guidelines in the literature when we assessed the structural model and presented our findings. In addition, the use of mediation analysis for this research was based on the following suggestions. In the part that follows, we determined if the path coefficients were statistically significant. The statistical significance of the route coefficients of postulated relationships, as well as t-values and p-values, were evaluated using a bootstrapping technique with 5000 resamples. Table 5 shows that LEI has a significant and positive effect on OCM. The results revealed that a 1% increase by LEI would lead to a 45.8% increase in OCM in Jordanian Universities. Hence, this result supported the H1. This result indicates that a leader who has emotional intelligence will be able to effectively manage

subordinates' emotions related to change, and will also be able to link their goals and aspirations to the organization's vision. This results also is consistent with the previous studies of Jiménez (2018); Mahal (2016); Rexhepi and Berisha (2017); Dhingra and Punia (2016); Bozdoan (2023), and Kamaljeet (2023).

Additionally, the results demonstrated that LEI significantly impacts SE in a good way. The findings showed that SE at Jordanian universities will increase by 67.4 percent with a 1% increase in LEI. Consequently, this study accepted H2. This result may be attributed to the fact that a leader who has emotional intelligence can develop the self-efficacy of subordinates by maintaining a distinct level of their emotional state. This result is consistent with the previous studies (Black et al., 2019, Farooq et al., 2022, and Khan et al. 2023). Also, SE has significant and positive effect on OCM. The results revealed that 1% increase by SE would lead to 25.4% increase in OCM in Jordanian Universities. Subsequently, this study accepted H3. This result can be attributed to the fact that possessing self-efficacy motivates subordinates and increases their confidence and belief in their capabilities regarding the ability to deal with organizational changes. This result confirmed the studies of Andrew and Mohankumar (2017), Nwanzu and Babalola (2019), Book et al. (2019), and Bayraktar and Jiménez (2020). Hence, this result supported the H3. Finally, the results showed that SE is partially mediated the effect of LEI on OCM. This result indicates that individuals' self-efficacy contributes to the success of the organizational change process, as the leader's emotional intelligence helps him create a sense of urgency and enables him to communicate his vision within the organizational change model adopted by the organization. The processes of enhancing self-efficacy carried out by the leader will create an appropriate environment for the exchange of positive and negative ideas between the leader and followers during periods of change, which will directly affect the success of change management.

Table 6: Path Analysis Result.

Hypotheses	Path Analysis	Beta	(STDEV)	T statistics	P values	Decision
H1	LEI -> OCM	0.458	0.06	7.639	0.000	Supported
H2	LEI -> SE	0.674	0.037	18.458	0.000	Supported
H3	SE -> OCM	0.254	0.067	3.809	0.000	Supported
Mediation						
H4	LEI -> SE -> OCM	0.172	0.046	3.743	0.000	Supported

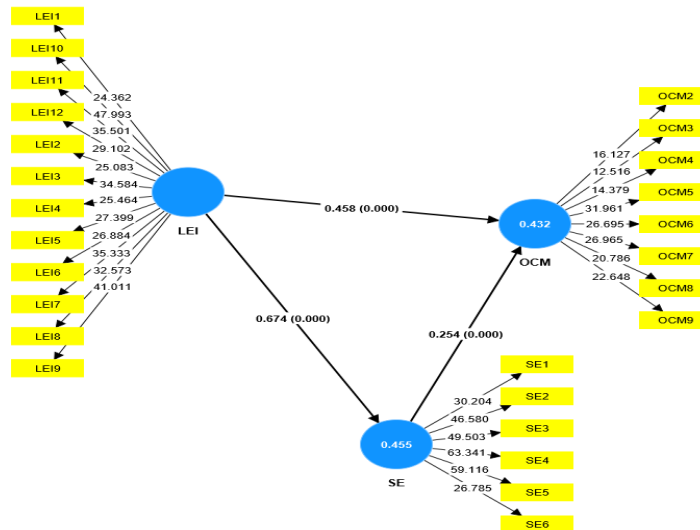


Fig 2 Graphical Path Analysis Results.

Conclusion

This study aimed to identify the mediating role of self-efficacy in the impact of leaders' emotional intelligence on managing organizational change in Jordanian universities. The study followed the descriptive analytical approach, relying on secondary data collected through a questionnaire survey among faculty members at Jordanian universities. Faculty members from 10 universities in the central region of Jordan received the Arabic version of the questionnaire and were asked to fill it out independently. There were 349 questionnaires altogether; however, 63 of them were discarded due to their unsuitability for analysis. The months of September and October 2023 were used for data collection. The Leader's Emotional Intelligence 12-item scale was adapted from the work of Wong and Law (2002). We used and revised the 6-item Self-Efficacy scale originally developed by Sherer et al. (1982). Adapted and revised from Yu's (2009) 9-item Organisational Change Management questionnaire.

The current study is important for leaders of organizations in general and leaders in universities in particular. This study can contribute to increasing understanding of the antecedents that lead to the success of organizational change management. This study deepens organizational leaders' awareness of the role of self-efficacy in the success of their organizational change endeavors. The results of analyzing the data collected from the study sample indicated that there is an important impact of leaders' emotional intelligence on the self-efficacy of subordinates, and the significant role of leaders' emotional intelligence in the success of change management in Jordanian universities also appeared. It turns out that the eight steps of Kotter's (2012) model for change were respected by leaders of Jordanian universities. The results of the study are consistent with the assumptions of Bandura (2018), which indicate that there is an effect of self-efficacy on subordinates' sense of self-worth and that the effect of self-efficacy is considered an important factor in the success of organizational change. The results of the study are consistent with the assumptions of Goleman et al. (2017), where it was shown that the leader's self-awareness and ability to manage self and manage relationships contribute to implementing the eight steps in Kotter's (2012) change model. In addition, the study found a relationship between Kotter's (2012) model of change and Bandura's (2012) model of self-efficacy.

The results confirmed the hypothesis that self-efficacy is significantly affected by emotional intelligence. The results demonstrated that self-efficacy significantly affects organizational management change, which was not surprising. Emotional intelligence and organizational management change were also found to be mediated by self-efficacy. Workers who believe in their abilities are more invested in their work than those who doubt their abilities, according to research by Caleb et al. (2020). As a conclusion, we discovered that self-efficacy effectively mediates the relationship between emotional intelligence and transformative leadership in organizations. There has been a dearth of research on the impact of self-efficacy on organizational commitment, despite its widespread usage as a mediator between EQ and other behavioral factors. Research on these factors was specifically found in Jordanian universities. Individuals who report higher levels of self-efficacy also tend to have higher levels of emotional intelligence and organizational management change, suggesting that self-efficacy plays a role in both the direct and indirect effects of emotional intelligence on organizational management change.

This study's most significant contribution to the literature is not only did it add to the existing literature indicating self-efficacy mediates the relationship between emotional intelligence and

organizational management change, but it also verified the beneficial associations between self-efficacy and emotional intelligence. This study's strength is in its demonstration of the mediating role of self-efficacy in the connection between EQ and organizational change management. Leaders should take into account their employees' emotional intelligence when trying to create organizational management change, as it boosts employee self-efficacy, according to this effect's evidence. Leaders will benefit greatly from this study's findings because they will have a better grasp of the critical importance of acknowledging employees' inner lives and how they impact both the external environment and staff performance on the job. Owners and HR managers should create a welcoming space that considers employees' sense of self-efficacy to encourage management change within the firm. Leaders with high emotional intelligence are more invested in their work because they have more faith in themselves and their abilities to do a good job.

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