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Examining the Role of Emotional Intelligence in the Work and Life Balance of Foster Care Workers

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Abstract

Emotional Intelligence in the Work and Life Balance of Foster Care Workers

by

Pamela Sansbury Applewhite

MA, Webster University, 2005

BA, Limestone College, 2003

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Foster care workers are an important part of the social service system, as they are the first line of support for children without families or who have been subjected to tragic events leading to their need for foster care. Foster care workers often experience work-life boundary issues due to the emotional nature of their work. The purpose of this quantitative study was to examine the relationship between (a) emotional intelligence and absenteeism and (b) emotional intelligence and work-life balance with foster care workers. Data was collected from foster care workers in the state of South Carolina employed with the Department of Social Services (n=200). Participants completed the Emotional Social Competency Inventory (ESCI) and the Work Related Quality of Life Scale (WRQoL) via pen and paper and email receipts. Ordinary least squares regression was used, including methods for mediation testing; multivariate analysis of covariance was also carried out for robustness testing purposes. No significant relationship was found between emotional intelligence and absenteeism. There was a significant relationship between various elements of emotional intelligence and various elements of work-life balance, but the effect sizes were small (> 0.04). There were no significance effects based on the results for absenteeism. Overall, the results illuminate the role of emotional intelligence on the work and life balance of foster care workers. One recommendation for future research would be to distinguish between voluntary and involuntary absenteeism. The results of the study can be used by organizations that employ foster care workers to improve the work and life balance and the effects of absenteeism in this line of work.

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Dedication

I dedicate this paper to you, my Lord and Savior, Jesus Christ. I thank you Dear
Lord, for being there for me and pushing me, when I wanted to give up, through people
that you sent that were your vessels. You gave me my husband, Kenyatta Applewhite to
walk by myside throughout this journey. He encouraged me when I got down and tried to
help me find solutions when I wanted to give up, through the thick and thin he was there.
He sat with me for countless hours at various Universities while completing research, and
using their public computers to make it through. I dedicate this paper to your spirit that
you gave to me as a gift through him. I thank you Lord for your many blessings, which
often I did not see until now. To you Lord and your servant and my dedicated and loyal
husband Kenyatta Applewhite

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I would also like to acknowledge Connie Blackwell, you have been a great help and loving friend, to you I give thanks.

I would like to acknowledge our now deceased German shepherd, Smokey, I love you dearly. I am so sad that you passed and will not be able to see me graduate, you were here for the entire journey, but the Lord took you home in February of 2014. I love and miss you.

My Lord and My God, to you I give thanks. You have been my source of motivation and success. I will never forget, abandon or neglect your name, I thank and worship you. You have seen me through life at my hardest point, yet no matter how hard, you bring me out 'right on time'. I know that my journey is not over, but I feel this is only the beginning.

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Chapter 1. Introduction

Introduction

Intelligence has been defined in various ways throughout the years. General intelligence has been defined as a source of competencies that play a role in the success of an individual (Baum, Bird, & Sing, 2011). Emotional and general intelligence are used interchangeably (Gottfredson, 1998). Although the two constructs overlap and perform similar functions, they can be separated in terms of their assessment, conceptualization, and characteristics (Ugwu, 2011). For example, Sternberg (2003) indicated that intelligence is a means for achieving success through balance of analytical, creative practical abilities. Anusuy and Katti (2010) explained that intelligence comes from the Latin word *Legere,* meaning to gather (especially fruit), to collect, assemble, or to choose. "Intelligence means to understand, perceive or to know" (p. 1675). Anusuya and Katti (2010) concluded that intelligence depends on factors such as quick grasping of ideas and understanding abilities and responses, mental alertness, and readiness. Additionally, intelligence reflects retentive power, possessing and being able to accurately express memories, as well as quick decision making abilities. Gottfredson and Johnstun (2010) added to the understanding of intelligence in considering the engineer's superior spatial intelligence and the lawyer's command of words, suggesting that there are different types of intelligence. Legg and Hutter (2007) reviewed and published several definitions of intelligence, concluding with a fully formalized definition of their own. They indicated that definitions have been formulated with different goals in mind. Intelligence, according to Legg and Hutter, is defined as the ability to achieve complex goals in a challenging environment (Goertzel & Pennachin 2006). Johnson, Carothers, and Dreary (2008) defined

intelligence as the ability to use combinations of preexisting knowledge and abstract reasoning to solve any of a variety of problems. Their definition was designed to assess the extent to which individuals can benefit from instruction or the amount of instruction necessary to attain a given level of competence. Kanazawa (2010) defined intelligence as the ability to reason deductively or inductively, think abstractly, use analogies, synthesize information, and apply it to new domains. Locke (2005) stressed explicit definitions have numerous advantages (Gottfredson, 2003). Many argue on what about the true definition of intelligence; some theorists note that there is no true definition of intelligence.

In the early decades of the 20th century, Charles Spearman and Louis Thurstone fiercely debated what constituted intelligence. Many have agreed that that intelligence is "ill-defined" (Cornolid, 2006). Rushton and Jensen (2005) believed that intelligence is based on genetics, culture, and race. This position has been held for over 30 years, with little mention of findings that point to the impact of environment and race (Rushton & Jenson, 2005). Researchers have often had differences in definitional assumptions due to different perspectives (Thingujam, 2004). Intelligence has been framed and reframed over the years as scholars have ruminated about what constitutes intelligence.

Debates over how to test intelligence reflect opinions on how intelligence should be defined. Fagan (2000) noted that some researchers have challenged the emphasis on measurement and focused on the processing component of intelligence. Goleman's Emotional Competency Inventory (ECI). Additionally internal consistency reliability (Cronbach's alpha) of the instrument has been found to be good for "total others" ratings (HayGroup, 2005, p. 1). The reliabilities range from .68

(Transparency) to .87 (Emotional Self Awareness) with an overall average reliability of .78 (Wolf, 2005). Furthermore the ECI shows good construct validity and is related to measures such as the Myers-Briggs Type Indicator (MBTI) sensing/intuiting and thinking/feeling dimensions but not the introversion/extraversion and judging/perceiving dimensions (Wolf, 2005, p. 1).

It is important to understand the correlation between emotions and intelligence and how both variables are applied to work and life. Emotions are part of the human function, yet despite research, they are still not clearly understood. Emotional intelligence (EI), which was initially popularized by Goleman (1995), has become a controversial concept (Clark, 2010). Locke (2005) argued that EI is an invalid concept because of its broad definitions. Matthews, Zeidner, and Roberts (2002) suggested EI appears to be more myth than science. The study of EI even raises the questions as to whether there can be too many intelligences (Zhang & Sternberg, 2000). Understanding the common definition of EI was vital to this research, as it assisted in determining how the balance between work and life for foster care workers is considered.

Emotional intelligence is the ability to manage and apply emotions properly or in a balanced manner. A more formal definition of EI was provided by Brown (2003) as a sound basis for emotional skill building: learning to listen and harness emotions, being able to make emotion an ally, and appropriately using emotion to make intelligent behavioral choices.

EI is also described as adaptive interpersonal and intrapersonal functioning (Kirk, Schutte, & Hine, 2008). Furthermore, EI relates to the notion that people differ in measurable ways in terms of the emotional skills they possess and that such

individual differences may account for the variance on real world criteria (Austin,

Saklofske, & Egan, 2005). Although a relatively recent concept, EI has become a

hallmark of business and organizational leadership. Emotions constitute powerful

psychological forces that strongly influence sales professionals' behavior and

performance (Kidwell, Hardesty, Murtha, & Sheng, 2011). For example, recent

research has suggested that a sellers' greater emotion recognition during negotiations

with buyers can increase payoffs for both sellers and buyers (Elfenbein, 2007)

Furthermore, research in a service setting suggested that employees' display of

emotions can affect customers' affective states and satisfaction (Hennig-Thurau,

Groth, Paul, & Gremler, 2006). Researchers debate on how to categorize and measure

EI. EI is a difficult concept to define precisely as well as to measure and is the subject

of much debate and controversy (Robertson & Smith, 2001). There is no shortage of

available measures, yet an increasing number of researchers create models of

measurement for EI for commercialization purposes, and this created problems in the

area of elitism and racism. (Cartwright & Pappas, 2008). Other researchers have

suggested that measurement tools should be approached under three main branches:

ability model, personality model, and mixed model (Opengart, 2005). Mayer, Roberts,

and Barsade (2008) also discussed three approaches to EI and relevant measures.

Their approaches were categorized based on abilities that were named as the ability

approach, the integrative model approach, and the mixed model approach.

The concept of EI continues to gain attention and has become immensely

popular with corporate, social service and public organizations. The test provided a

lucrative market for test distributors and consultants (Cartwright & Pappas, 2008).

Furthermore, emotional intelligence is gaining attention in various professions. For

example, in the field of nursing, the concept is increasing precedence (Roberts, Matthews and Zeidner 2010). Research in regards to sports and EI has been scant, yet an increase in research has been sought because emotions are key to sports performance (Laborde, Brull, Weber, & Anders, 2011). There have been numerous calls when the economy stagnates to select employees based on EI. Additionally, there has been an increase in EI literature directed at both an academic and popular readership (Cartwright & Pappas, 2008). Mossholder, Settoon, Armenakis, & Harris, (2000) indicated that perhaps as a result of growing recognition that organizational change and many other work-related experiences are emotion-eliciting events, interest in the roles of emotions in the work place has increased in prominence. Another idea regarding EI in the workplace is that EI is potentially helpful in reducing burnout for some individuals, especially in those professions that report frequent burnout (Gohm & Clore, 2002). The journal *American Psychologist* focused its discussion on this burgeoning area in an effort to clarify the debate in the field regarding different conceptualizations of EI (Drerup & Jackson, 2009). Furthermore, despite two decades of working to expand and improve emotional intelligence tests, evidence for the validity of tests designed to measure EI in particular, the Mayor-Salovey-Caruso Emotional Intelligence Test (MSCEIT) has proved the validity of these tests as appropriate measures of EI. However, daunting criticisms have directed toward Goleman's theory of EI (Ashkanasy, 2002). Researchers argue that there has been a lack of consensus regarding the emotional intelligence construct (Brackett & Geher, 2006).

Although emotional intelligence is a young theory, still at an early development and hypothesis testing stage (Cherniss, Extein, Goleman, & Weissberg,

2006), a few theorists agree that the EI concept recognizes two broad components of intelligence, the awareness and management of one's own emotional state (Cherniss et al., 2006). Furthermore, one of the Mayer's major models includes a dimension labeled "perception of emotion" that addresses and encompasses the awareness of an individual's own emotions as well as an awareness of the emotions of others (Mayer, Salovey, Caruso, & Sitarenios, 2003).

Foster Care and Emotional Intelligence

Those who work with foster children deal with many emotions in their work, which may interfere with their ability, perform effectively. Foster care workers are often subjects of media reports. , many of which have been negative and disheartening. The majority of the reports cite overlooked and underreported issues that led to death and tragedy within the system.

Foster care work requires using emotions in order to effectively relate to the children who enter the system and their parents. Schwartz (2011) indicated that the experience of positive emotions at work favorably impact both job attitudes and job productivity. Frederickson (2003) found through a broaden-and-build theory of positive emotions that by broadening momentary thought and action options, positive emotions can fuel "upward spirals" that improve both individual and organizational functioning (p. 331). Furthermore, Kemper (2000) noted that emotions are often generated around power and status interactions and that social workers or child welfare workers need to pay more attention to both their own and their clients' emotional states. Kemper explained that the concept of EI is broad and varied, yet an understanding of it is vital for social service work with children and families. Furthermore, for the work involved with foster care, the dynamics of the job can carry

over into a workers' home and family life, which has been reported as problematic. However, research within the last few years has also found some positive carryover aspects of work and family. For example, scholars have argued that fundamentally, working people want to be able to fulfill their commitments to both work and family and to experience satisfaction and success in both (Friedman & Greenhaus, 2000). With this in mind, research has shown that control over work time (e.g., the amount and scheduling of work and time and the means to interrupt work when family demands arise) is especially critical to the ability to meet multiple role demands (Valcour and Hunter, 2005). Thomas and Ganister (1995) noted that workers who report lower control over work time and therefore have less capacity to respond to unexpected family demands report work demands as more aversive.

More recent research has focused on positive aspects of work and family interactions (Grzywacz & Marks, 2000). Research has focused on developments of programs and constructs that cater to enhancing positive work-family experiences. For instance, Bailyn,(2006), noted that redesigning work in such a way as to increase employees' resources of meeting work and family demands offers great promise for enhancing satisfaction with work-family balance (Bailyn, 2006). Constructs that have been designed are aimed to filter cross-domain transfer processes such as work-family spillover, enrichment, or facilitation (Aryee, Srinivas, & Tan, 2005; Grzywacz & Marks, 2000). Cross-domain constructs refer to processes in which experiences in one role affect the quality of experience or performance in the other role. A good example is that, work-family enrichment and facilitation designate the transfer of a resource (e.g., positive affect, energy, skills) from one domain to the other of the generation.

To show a resource in one role resulting from participation in the other (Valcour, 2005).

Ruderman, Ohlott, Panzer and King (2002) provide a theoretical foundation for the argument that the number of hours worked have a positive impact on satisfaction with work-balance. It is apparent that the effect occurs through the generation of resources that help people to manage their work and family demands more successfully, for it has been found that shorter work hours are associated with enriched work (Barnett, 2006; Jacobs & Gerson, 2004), which in turn promotes the development of skills and resources that enhance people's ability to meet work and family demands (Ruderman et al, 2002).

Background

Research has suggested that EI theories that are being introduced within organizations are at the hub of corporate, educational and social services business that include corporate organizations, schools and social services. Businesses that are making EI a priority are corporate, social service, and community related organizations (Grandey, 2000). An inquiry into the balance of work and life as it relates to EI is an important one, as emotions were ignored in the study of organizational behavior in the past (Grandey, 2000). The research perspective was that the workplace was a rational environment and emotions would interfere with sound judgment; thus, emotions were not considered as explanations for workplace occurrences regarding employee behavior (Grandey, 2000). However, researchers are currently beginning to explore how emotions are managed by employees to improve work outcomes (Grandey, 2000). Organization research has indicated that although emotional effort or toil or is helpful, it can also be detrimental to the employee

(Grandey, 2000). Grandey (2000), believes that the stifling of emotions can cause employee burnout and stress, which can provide unwelcome distraction and deplete energy outside the place of work.

The issue of EI and work-life balance with foster care workers, including social workers, case managers, or any child protective worker, is gaining attention. Foster care case workers are individuals employed by a state to provide care to children who have been found to be abused, neglected, or abandoned by their birth parents or caregivers. A caseworker is assigned the case of a child or children who are taken into custody in order to ensure the child's well-being while in the care of the Department of Social Services. Additionally, foster care work is a socially oriented job that often requires the input of a worker's emotions and feelings.

Although it has been demonstrated that social work is amongst the most personally or intrinsically rewarding jobs (Handon, 2013), there is considerable evidence of stress pertaining to social work due to poor resources, limited support, and high staff turnover (Collins, 2007). For instance, working with family violence or sexual assault in addition to organizational demands can be emotionally challenging for social workers (Baird & Jenkins, 2003). Baird and Jenkins (2003) indicate that for helping professionals who assist family violence or sexual assault survivors, intense emotions may go beyond ordinary work-related stress. Morris (2005) reported that work-related stress has serious implications for the mental and physical well-being of social service workers. Because of this, retention of social workers has been challenging. As a recent study by the Local Government Association (LGA, 2009) reported, 60% of local authorities experience difficulty in retaining social workers. One of the most common reasons cited by social workers for leaving the profession is

the stressful nature of the job. Common reported stressors are noted as high paperwork demands, overwhelming caseloads, problems with difficult clients, and shortages of staff.

This raises the question, what enables child care workers to continue in their professions despite these stresses? What emotional strengths aid the sustainability and balance of the profession and home life? It appears that EI incorporates many such characteristics, with resilience being cited in research as a constant interchangeable descriptor. The concept of emotional resilience has been described as "general capacity" for flexible and resourceful adaption to external and internal stressors (Klohnen, 1996, p. 1068). Furthermore, while much attention has been given to resilience within the context of coping with extreme adversity, emotional resilience can also be expected to play a part in the daily lives of most people, including social workers, when they deal with demands of their work (Tugade & Frederickson, (2004). Resilient individuals are perceived as optimistic, zestful and energetic in their approaches to life (Collins, 2007). Research suggests that resilience is a positive common trait, not just a one possessed by a few extraordinary individuals. Resilience results from the operation of basic human adaptational systems and has been described as "ordinary magic" (Cichetti, 2010, p. 1029).

Working with families in crisis (relational issues, abuse issues, and other traumatic events) is indeed a daunting task and can bear serious stress related repercussions both mental and physical in nature. For example, the psychological effects of direct exposure to traumatic events such as childhood abuse, criminal victimization, natural disaster, war, and terrorism are well documented; dozens of books and scientific articles have been published documenting the nature and

dynamics of traumatic stress (Bride, Jones, & MacMaster, 2003). Those who come in close contact with trauma survivors, including human service professionals, may experience considerable emotional disruption and may become direct victims of the trauma themselves (Figley, 1995). Bride, et al (2004) conducted a review of 15 studies of secondary traumatic stress in individuals who provided psychosocial services to traumatized populations, and concluded that the empirical evidence supports the notion that individuals who provide psychosocial services are at risk of experiencing symptoms of traumatic stress, disrupted cognitive schema, and general psychological distress as a result of their work with traumatized populations.

Physical symptoms have also played a role in problems for child care workers. Research has found women child protective workers who work in child welfare have experienced various physical conditions but felt that they never had time to go to the doctor due to the pressures of the job. A list of physical symptoms for child protective workers include colds, flu, chest infections, pneumonia, strep throat, bronchitis, asthma, endometriosis, anemia, stomach upsets, constipation, fertility problems, shingles, weight loss, weight gain, roseola, muscle aches and pains, headaches, and dizziness (Gold, 1998, p. 710). The reports indicate that the workers are vulnerable to increased illnesses due to stress and burnout as compared to other working professionals (Gold, 1998)

Does EI play a role in a foster care worker's ability to balance work and life? Does the task involved with dealing with foster families, children, and birth families cause serious issues with the worker's own families and personal life? This research attempted to take an additional look at foster care case workers and their ability to make emotionally intelligent decisions with regard to work and life balance.

Problem Statement

Foster care work calls for quick decision making in terms of the welfare of the children that are involved with the system of child welfare. The concern regarding this population is whether or not EI is a factor in the decision making process, as well as the relational process of this particular job. Furthermore, foster care work has been reported as stressful and emotionally strenuous, as workers are often required to put in time outside of work hours. This study addresses the gap in research regarding EI as it relates to foster care casework.

Research Questions and Hypothesis

The research questions for this study are as follows:

RQ1: Is there a relationship between EI and absentee rates of foster care workers?

$H_0$1: There a relationship between EI and absentee rates of foster care workers.

H_a1: There is no relationship between EI and absentee rates of foster care workers.

RQ2: Is there a relationship between EI and work-life balance of foster care workers?

$H_0$2: There is a significant link between EI and work-life balance of foster care workers.

H_a2: There is no significant link between EI and work-life balance of foster care workers.

Theory

Goleman assisted with the development of the EI theory. EI has been cited as a way to understand people's behaviors, the way they manage others, their interpersonal skills, and more. Goleman's theory of EI notes that EI is a predictor of success. The theory has gained heightened notoriety and has been cited as popular within organizations (Goleman, 2006). Further insight on Goleman's theory is provided in Chapter 2**.**

Intelligence theories have been commonly used to measure and determine intelligence. Gardner's (1983) multiple intelligence theory plays a role in EI, as Gardner provided research that indicated that human intelligence is multifaceted rather than singular. Spearman's g factor concept proposed that the (g) factor is the best and sufficient construct to represent intelligence (Almeida, et al., 2011, p. 832). Spearman's g factor has a long tradition in psychology. The factors comprehension, relations, and correlates of apprehension, and they are present in all daily activities, and appear in intelligence tests (Almeida et al., 2011, p. 832). More recently, Gardner (1999) defined intelligence as a potential to process information that is accessible within one's cultural settings with biopsychological incentive. Gardner further believed that most real-world activities require a combination of different intelligences working in concert for success. Gardner identified eight intelligences within the theory of multiple intelligence: (a) musical, (b) kinesthetic, (c) logical-mathematical, (d) spatial, (e) linguistic, (f) interpersonal, (g) intrapersonal, and (h) naturalist (Shearer & Luzzo, 2009). Not all elements of this theory are applicable to emotional intelligence, yet the theory can be   useful in determining the role of emotional intelligence with foster care casework.

Nature of the Study

The study explored emotional intelligence and its relevance to the daily work of foster care or child protective workers. Additionally, the purpose of this study was to randomly survey 90-100 foster care workers in regard to their daily duties at home in comparison to at work in order to determine how EI is relevant in the field of child welfare and to verify if EI plays a role in balancing work and life.

Definition of Terms

Emotional intelligence: A multifaceted construct that lists a person's constellation of abilities, competencies, and dispositions related to perceiving, understanding, and managing emotions of self and others (Bar-on & Parker, 2000). EI has been debated over the years as to which definition is proper and appropriate for use on a day to day basis, as well as for use in the scientific world. EI is opening up new research and exploration within organizations, especially with those in leadership positions. HayGroup (2005) noted that EI has been divided into 12 competency scales that include (a) emotional self-awareness, (b) emotional self-control, (c) adaptability, (d) achievement orientation, (e) positive outlook, (f) empathy, (g) organizational awareness, (h) coach and mentor, (i) inspirational leadership, (j) influence, and (k) Conflict Management and (l)teamwork. The EI survey dropped from 18 competency levels to 12 to ensure overlap in language and to improve its psychometric rigor (Emmerling & Boyatzis, 2012).

Foster Care Workers (Child or Protective Workers): Individuals employed by the state who provide services to protect and care for children who have been maltreated (Jayaratne & Faller, 2009). Foster care workers are involved with helping children and families find safety and learn social appropriateness.

Work-Life Balance: An individual's ability to meet their work and family commitments as well as other non-work responsibilities and activities (Parkes & Langford, 2008). Work-life balance also involves health and well-being, reduced stress, and greater life satisfaction (Parkes and Langford, 2008).

Assumptions

The assumptions of this study were:

- I assumed that the foster care caseworkers would be willing to participate in this study despite the fact that they may be apprehensive to complete forms given that the department that is the focus of this study is currently under political and media scrutiny.

- I assumed foster care workers would be willing to provide honest answers despite the scrutiny that the department is faced by the department.

- I assumed that EI can properly and adequately be measured.

- I assumed that that EI exists.

Limitations

Some limitations to this research studies include low relative research literature on the combined topic of EI and foster care casework. Reluctance of foster care casework participation is also a possible limitation.

A few other limitations may be that some of the participants may not be tenured due to constant high turnover, and they may lack the experience to respond to the questions knowledgably. Another limitation is that prior studies on this topic may vary from profession to profession and may not be applicable to this study Also another limitation is that foster care workers are bound to confidentiality and may be afraid to answer certain questions listed within the study

Significance of the Study

The study has been an important endeavor in promoting an effective balance between work and life with foster care workers. This study also provided recommendations on proper ways for foster care workers to make effective decisions based on the level of EI deemed necessary to perform job duties. At the completion of the study, I planned to send a summary of recommendations to social services based on the findings of the EI evaluation. Moreover, this study may be helpful to the social service industry in training workers on proper ways to bond with families and their children and additionally provide workers with insight on ways to make effective emotional decisions in order to lessen stress and burnout.

Summary

Foster care work is a challenging profession. This research aims to assist foster care workers and their administrators on the aspects of EI and how it affects the work and life balance of the employees. This dissertation intends to provoke further research for social service organizations and other community organizations that aid in the care of foster care children and families in order to further the.mission of children in foster care.

Additionally this study hopes to aid employees in understanding the importance of EI. This study also provides insight into foster care case workers' ability to manage their emotions and aids them in understanding the EI theory and how it can help them with balancing work and home life, leading to less stress and, most importantly, appropriate boundary setting.

Chapter 2 provides literature that supports topics such as EI and how it is measured and work-life balance, with detailed explanations and examples and other related subtopics that contribute to understanding the main topics.

Chapter 2: Literature Review

Introduction

In this chapter, I review research on the variables of emotional intelligence, absenteeism, and work-life balance. The initial exploration includes how EI was originally defined, the origin of the concept, controversies surrounding it, and measurements of EI, along with how it affects work in organizations and additional information on its role in foster care casework. The literature review highlights how emotions apply to this type of work as well as how emotions affect this type of work, and the role they play in work and life balance of foster care work. I also review the literature on the roles of foster care or child care workers. The study explored, through self-report and via Goleman's intelligence scale and the work and life balance survey, the possible links between emotional intelligence, absenteeism, work and life balance, and foster care casework that involves children and families.

According to Joseph and Newman (2010), EI has been used primarily within organizations to aid in determining job level, leadership ability, motivation, and appropriate matching in terms of personality fit for specified positions. The concept of EI has been used in organizations to measure ability to participate in certain job positions and roles and to determine maturity. For example, in recent years many organizations have been fixed on exploring new management opportunities to attain competitive advantage (Linedebaum, 2009). Furthermore, Cote (2006) indicated that emotional intelligence has been associated with the extent to which managers conduct themselves in ways supportive of the organization's goals.

Currently, public welfare organizations in the United States are under great stress due to high caseloads and high turnover rates (Cahalane & Sites, 2008). Part of

this is the result of the systems actions and how things are handled. In virtually every public child welfare agency personnel issues are the most challenging (U.S. Government Accounting Office, 2003). Cahalane & Sites (2008) note that personnel issues that tend to cause stress have been reported as having an effect on child service workers' ability to manage their emotions intelligently. Excessive caseloads are a major cause of caseworker stress and can lead to high turnover rates. These reported issues are causing difficulties with child welfare service workers fulfilling their legal mandate. (U.S. Government Accounting Office, 2003).

Strategy for Literature Review

The search for literature began at Walden University's Library using such databases as PsycARTCLES, PsycINFO, SocINDEX, ERIC, Academic Search Premier, and Mental Measurements. Additionally, Google, searches were made by using key words such as *emotional intelligence, work-life balance, stress and burnout, foster care work* and other related topics. The World Wide Web was also used to locate free journal articles with similar topics mentioned above.

Theory

EI was developed in order to explore how emotions affect humans and their attitudes at work (Grandey, 2000). Recent research on EI has explored how EI affects an individual's duties toward organizations and impacts work related accomplishments (Newman, Guy, & Mastracci, 2008). Several attempts to clarify a definition of EI have emerged. HayGroup (2005), with whom Goleman and Boyatzis partnered in creating the Emotional Competence Inventory (ECI), which was later developed into the Emotional Social and Competency Inventory (ESCI), defined EI as the ability to recognize and manage the feelings of self and others.

Some researchers believe that understanding the emotions of workplace personnel is necessary in order to understand the composition of the organization (Muchinsky, 2000). Furthermore, employees must be able to exert appropriate control of their emotions in their dealings with senior managers and customers for the organization to function successfully (Moon and Hur, 2011). Mendes (2010) examined 49 **teachers** to explore the correlation between EI and work. The quantitative findings indicated that (a) in the high emotional exhaustion subgroup ($n = 15$), there was a negative correlation between emotional exhaustion and managing emotions (-.53); (b) in the emotional exhaustion subgroup ($n = 15$), there was a negative correlation between personal accomplishment and managing emotions (-65); (c) in the low personal accomplishment subgroup (n-36), there was a positive correlation between emotional exhaustion and managing emotions (.34); and (d) in the total sample (n-49), a positive correlation was found between the number of years teaching and identifying emotions ($r = .33$, p < .02; Mendes, 2002).

Research Questions

The research questions for this research topic are as follows:

RQ1: Is there a relationship between EI and absentee rates of foster care workers?

$H_0 1$: There is a relationship between EI and absentee rates of foster care workers.

$H_a 1$: There is no relationship between EI and absentee rates of foster care workers.

RQ2: Is there a significant link between EI and work-life balance of foster care workers?

$H_0$2: There is a significant link between EI and work-life balance of foster care workers.

H_a2: There is no significant between EI and work-life balance of foster care workers

Statistical Analysis

Pearson's r or Pearson product-moment correlation coefficient is frequently used in psychological studies. The Pearson's r measures whether there is linear balance between two or more variables. With the Pearson's r, the levels of strength are determined along with the effect size. The "r" represents how closely the points on a scatter plot fit a straight line. The Pearson's r is the best used analysis form in correlating variables. Skidmore and Thompson (2011) noted that the Pearson's r produces positively biased estimates. A multivariate analysis of variance was used to analyze the variables included with that consisted of two or more variables.

History of Emotional Intelligence

Mayer and Cobb (2000) reported that EI was officially formed and defined in 1990. However, some believe that the first usage of the term was in an unpublished doctoral dissertation by W. Payne in 1968 (Faguy, 2012). The roots of EI can be traced by Thorndike's use of the concept of social intelligence in 1920, which concerned the ability to understand and manage people and to act wisely in human relations Perez, Petricles, Furnham, Schulze, & Roberts (2005) p. 124.

Perceptions of Emotional Intelligence

Faguy (2012) indicated that emotional intelligence might seem like a contradiction in terms of explaining that after all intense emotions sometimes interfere with intelligent behavior (p. 237). Faguy further reported that comments are often

blurted out in the heat of a moment. In fact, it has been realized that emotions are a key motivator for action and serve as a guide for success and happiness. Another aspect of EI focuses on one's ability to perceive and express emotion, assimilate emotions in thought, understand and reason with emotion, and regulate emotion in self and others (Mayer, Salovey & Caruso, 2000). Mayer et al. (2008) added that with emotional intelligence individuals have greater capacities than others to carry out sophisticated information processing about emotions and emotion-relevant stimuli and to use this information as a guide to thinking and behavior.

Emotional intelligence abilities, capacities, and skills are increasingly becoming significant and inevitable in almost all walks of life ranging from effective leadership, building teams, to globe-spinning, social skills, economic, and political life (Chopra & Kanji, 2010). Researchers believe that EI has its roots in social intelligence (Bar-On, 2006). Bradberry and Su (2006) cited EI as an interconnection between feelings and thinking process, that is, "feeling about thinking" and "thinking about feeling." Chopra and Kanji (2010) further explained that EI works through different mental processes, namely, perception (perceiving and identifying emotions). Additionally, they agreed that EI is a better forecaster of excellence than general intelligence. Goleman reported that emotional intelligence may predict up to 80% of success in life based on his noted implications (1995, 1998, & 2006). Other psychologists and researchers seem to agree that EI can have a significant predictive value.

Furthermore, Mayer et al. (2008) examined how many of their colleagues discussed how EI is employed to cover too many things, too many different traits, and too many concepts. The literature acknowledged the negative impact that the initial

broad definition had. With this being noted it was indicated how interpretations of their initial concept were "unmooring" the concept from its key terms (Mayer, Roberts, & Barsade, 2008, p. 504). Furthermore, despite nearly two decades of research there appears little consensus over how EI should be defined and conceptualized (Matthews, Roberts, & Zeidner, 2004; Roberts, Schulze, Zeidner, & Matthews, 2005). Leimbach and Maringha (2010) concluded with the fact that several disagreements have alluded to the fact whether or not EI can be effectively measured and developed.

Emotional Intelligence in the Workplace

Working and being intelligent during work, i.e. making accurate work related decisions, good problem solving skills, etc., is a valuable to the work force. EI and its proponents have important associations with health, happiness, and well-being at work and home. For example, a meta-analysis by Schutte et al (2002), involving 7898 participants concluded that EI was associated with better health, including both mental and physical well-being (Schutte, 2007). While another finding confirmed this in 2010 indicating that low EI has been associated with violent behavior, use of street drugs, and delinquency (Faguy, 2012). Furthermore, Adeoye and Torubelli (2011) indicated that psychological attachment of an employee to the organization (organizational commitment) is capable of predicting human relationship management and that an emotionally intelligent worker is committed to the achievement of the organizational goals.

Furthermore, Adeoye and Torubelli (2011) found factors that influence organizational effectiveness. One main factor was indicated as emotional intelligence. Cherniss (2000) explained that emotionally intelligent people display cooperation,

commitment and creativity which are important for organizational effectiveness. EI is hypothesized to influence the success with which employees interact with colleagues, the strategies, and overall job performance (Ashkanasy & Daus, 2005).

Salami (2008) found that understanding and regulating one's emotions as well as understanding others are factors that affect workers attitudes toward colleagues, bosses, jobs, people involved and the organization. Additionally, Adeoye, and Torubelli (2011) reported that human relationship management is the ability to understand others and relationships, the ability to resolve conflicts skillfully, as well as the ability to negotiate disagreements, communicating skillfully, living popularly, outgoing, friendly, involved with and sought out by peer, being concerned, considerate, helpful and democratic. Human relationship management is shown as a variable that focuses on individuals being able to relate to others with compassion, kindness, understanding, and to apply one's ability to be aware of one's action toward others (Adeoye & Torubelli, 2011, p. 216)

Henderson (2004) found that emotional intelligence potentially gives greater understanding not only of ourselves, but also of the complex ties of social situations. Hadikin and O'Driscoll (2000) indicated that we need to become more skilled in dealing with emotions in the workplace especially if we are to address the current problems of recruitment and retention on professions.

Does emotional intelligence predict successful outcomes, when it comes to work and life balance for foster care workers? If so how does emotional intelligence relate to the role and how much attachment is involved in the work of child welfare workers? Faguy (2012) found that appraising and expressing emotions both one's own and those of others require skill at interpreting a variety of verbal and non-verbal

information. The notion indicated that interpreting unspoken messages in facial expressions, tones of voice, and body as well as the words they choose is the key to understanding others emotions. Faguy also found that regulating or managing emotion is something we all do, but the emotionally intelligent person does especially well and has a way of meeting particular goals.

Ravichandran et al. (2011) cited that employees need to enhance their emotional skills apart from their technical skills which in turn enhance their emotional intelligence skills, and increase productivity on the job as well as induce energetic and dedicated employees engaged in their work. Furthermore, will emotional intelligence determine how much work is reflected in a worker's personal life, and is there a link between intelligence and work-life balances? Motivating people to engage in their work is a classic problem in organizations, complicated by the existence of multiple roles, because the attitudes, behaviors and emotions associated with one role may spill over to another and may not check their emotions when they walk in the door at home or work (Ravichandran et al., (2011).

Managing Emotions at Work

Another facet of EI was discussed by Callahan (2008) regarding managing emotions at work. Callahan explained the four "c's" of emotions "in order to help individuals better use their emotional intelligence capabilities (p. 55). The four "c"s include context, challenges, communication, and community. Callahan and McCollum (2002) emphasized "these competencies are vital for leaders they are also important for anyone who is engaged in social activities because emotions serve as a social lubricant for interactions between individuals (p. 220) "The four "c"s of

emotion" according to Callahan (2008),"is a social systems approach to categorizing potential causes of emotional responses in organizations" (p.35).

Context, refers to one paying attention to the context in which they are situated, in other words Callahan acknowledged that social systems need to take actions to adjust to its changing environment. Examples discussed within the literature (Callahan, 2008) included information searching (web-based, social gatherings). Callahan noted the importance of community outreach and its effectiveness within organizations.

Challenges, the second "c" were defined by Callahan (2008, p.35) as the "goal-directed collective." This is where all organizations must therefore set goals or challenges that serve as a unifying force. For example, training programs were indicated as a workplace activity set to help organizations to meet their goals. Pfeiffer (2001) indicated that EI holds the promise of improving the bottom line for organizations. For example, the other EI theorists, Goleman (1995) and Baron (2006) claimed that high EI may lead to personal and professional success along with improving organizational effectiveness (Svyantek, 2003). Others included targeted development programs, coaching, and mentoring as goal-oriented initiatives.

The third "c" communication "c" explores the formal and informal social systems, including formal and informal communication. Callahan (2008, p. 36) indicated that communications is the key to bringing everyone together in an organization. The examples provided within the literature were learning networks to help employees engage in lifelong learning and team-building workshops and activities (Callahan, 2008)

The fourth and final "c" explores the community. Community was explained as organizations having "a sense of community or some set of beliefs and norms that bind members together with a collective history" (p. 36). Callahan noted how a sense of community could be developed through "sponsorship, and display of corporate art." Some more explicit activities associated with creating community might include offering orientation sessions for new employees to socialize themselves into the organization (Callahan, 2008). Callahan's four "c" s of emotion tend to have an underlying link to what is important for foster care caseworker's success in dealing with children and families.

Absenteeism

Employees of social service organizations have reports of high rates of missed work. Barford and Whelton (2010). With burnout being a major concern, human service workers have been linked to high turnover, reduction in quality of service and absenteeism (Maslach and Leiter, 2001). Some organizations have assessed departments within social service organizations to determine if emotional intelligence is a factor in the high rates of absenteeism and due to employees that leave the field of child welfare.

Absentee rates are widely researched in organizations, especially in social service, due to high turnover rates. Workers are often faced with situations that are strenuous that often lead to stress and burnout. Jobs that require workers to respond immediately, are predicted to stay out of work frequently or leave the job entirely (Weaver, Chang, Clark & Rhee, 2007). The retention of foster care workers are increasing concern (Weaver, Chang, Clark & Rhee, 2007). Workers of the welfare system that deal with children and family mainly foster care in a dilemma. The

national turnover rate has been estimated at 30 and 40 percent annually as reported in 2003, by the United States General Accounting office. (Rosenthal & Waters, 2006).

Significant predictors are employees staying out, and were cited as strain in expectations, case load strain, administrative strain, and in some cases emotional strain (Rosenthal & Waters, 2006). Some state that grave predictions have manifested with the issue of coming to work and staying at work. Lack of clerical support and lack of supervisor support have all been predictors that lead to employees of the child welfare system staying at home.

Understanding Measurement Models and How to Measure EI

Measurement Models and Criticisms

Several different EI models of measurement have been developed in order to measure how emotional intelligence affects work. Several theorists indicate that EI models should be more theory driven (Roberts, Matthews, & Zeidner, 2010). They found that EI is light on theory and is nothing more than a "laundry list" of desirable personal qualities (Roberts, Matthews & Zeidner, 2010, p.140). They also found that the process of EI was driven by innate neural circuits that lead to constructs that lack clarity about key processes making EI difficult to define. Additionally, it was noted that the core issue is that there is no independent criterion for deciding what qualities do and do not belong to EI, beyond researcher judgment (Roberts et al., 2010). The supporters and the non-supporters of EI have both been concerned about the many different definitions and models that have emerged. Matthews et al. (2006) have complained that the label EI has been rather "haphazardly used" to refer to a multitude of distinct constructs that may or may not be interrelated (p.8). Murphy (2006) noted that when it is said that someone is *"emotionally intelligent"*, it can mean many

different things. Locke (2005, p. 428) was even more blunt when he wrote "What does EI not include?" Daus and Ashkanasy (2003) argued that the different models" cannot be trusted and that researchers do not know what they want to measure (p.71). Conte (2005) cited that acceptance by researchers has been less enthusiastic, particularly from the social sciences. Roberts et al. (2010) agreed on Cherniss general objectives that included EI as a concept as "separation of basic ability from learned competencies" although he was skeptical in the specific approaches (p. 142). Furthermore competing definitions provide one of the fundamental concerns with EI construct that is how to explain the wide content domain indicated by various models and measures. The lack of agreement upon content domain and phenomenological network from which to build EI construct undermines the ability of EI scholars to truly validate the theoretical and empirical arguments in support of EI and EI critiques (Seal& Andrews-Brown, 2010). Kelly and Barsade (2001) argued that a way of measuring the ability to manage other emotions is to ask respondents to reflect on their behavior in creating a positive environment and their ability to use emotional contagion to encourage others in whom they work. Justify the model that supports your instruments.

Fortunately the multitude of models can be divided into three major streams of research characterized as competing (Seals & Brown-, 2010, p. 144). (a)emotional quotient (EQ), (b) emotional ability (EA), and (c) emotional intelligence EI. Wong and Law (2002) added that all EI dimensions were positively related to job satisfaction and that this scale used in the study demonstrated good scale score reliabilities with alpha coefficients ranging from .76 to .89. Participants responded using a seven-point Likert scale ranging 1 (strongly disagree) to 7 (strongly agree).

Boyatzis (2009) distinguished between emotional ability measure by the Mayer-Salovey-Caruso Emotional Intelligence Tests (MSCEIT), a person's direct handling of emotions and emotional competence (measured by ECI) as to how the person expresses their own handling of emotions in work-life settings. Brackett, Rivers, Shiffman, Lener and Salovey (2006) found that results of studies have revealed that EI predicts success in handling burnout. For example, Gohm and Clore (2002) highlight that EI is potentially helpful in reducing burnout for some individuals, especially those who report increasingly frequent, burnout symptoms. BarOn (2006) noted that an approach to the problem of multiple definitions and models is to accept the fact that there is diversity in views and live with it at least for the present. Although there are several conflicting definitions and measurement models, one particular idea on EI remains constant: an individual's ability to perceive emotions, to facilitate emotions, to understand emotions, and the ability to manage emotions (Mayer et al, 2008). One sentence paragraphs are not acceptable in formal English and APA writing.

Goleman's Emotional and Social Competency Inventory

Advantages

The measurement tool to be used with this study is Goleman's ESCI. This particular tool was co-designed by Goleman, Boyatzis, and the HayGroup to assess emotional, social, and emotional competencies. Initially the tool was planned to measure leadership abilities as well as an aid to distinguish outstanding (Wolff et al., 2005). The tool measures 18 competencies organized into four clusters. Self-awareness concerns knowing one's internal states, preferences, resources, and intuitions. Emotional awareness recognizes one's emotions and their effects.

Accurate self-assessment, knowing one's strengths and limits, self-confidence-a

strong sense of one's self-worth and capabilities. Self-confidence is a strong sense of

oneself worth and capabilities.

Self-management refers to managing one's internal states, impulses and

resources. Emotional self-control measures how one knows how to keep disruptive

emotions and impulses in check. Transparency measures how one maintains integrity,

acting congruently with one's values. Adaptability measures flexibility in handling

change. Achievement measures striving to improve or meeting a standard of

excellence. Initiative measures readiness to act on opportunities. Optimism measures

persistence in pursuing goals despite obstacles and setbacks.

Social awareness refers to how people handle relationships and awareness of

others' feelings, needs, and concerns. Empathy measures how one senses others

feelings and perspectives and taking an active interest in their concerns. An

organizational awareness measure reading a group's current and power relationships.

Service orientation measures anticipating, recognizing and meeting the customer's

needs. Relationship management measures the concerns the skills or adeptness at

inducing desirable responses in others. Developing others refers to sensing other

developing needs and bolstering their abilities. Inspirational leadership measures how

one inspires guides individuals and groups. Change catalyst initiating or managing

change. Influence measures wielding effective tactics for persuasion. Conflict

management measures negotiating and resolving disagreements, while teamwork and

collaboration measures how one works with others toward shared goals. The final "c"

means to create group synergy in pursuing collective goals (Emmerling, 2012).

Disadvantages

A particular asset of the ESCI, indicated that the test can not only measure individuals within the organization but can also measure the organization's emotional intelligence as a whole. A particular controversial (con) issue of this measurement is that many feel that there are many emotional gaps that can limit performance and effectiveness.

Reliability

Goleman's Social and Emotional Competency measurement tool has reported reliability that has is indicated in the Hay Group Manual as having internal consistency and reliability. The Mental Measurements Yearbook reports that survey has several reliability and validity studies from diverse populations, yet, reports the populations are limited, in which leads to questions regarding the strength of the instruments psychometric qualities. The Mental Measurements Yearbook reports, that the instruments internal consistency based on a large sample of both third party ratings (n=3931) and self-ratings (n=4,001) as adequate, with alpha coefficients ranging from .60-.96. The alpha self-ratings were lower, according to the Mental Measurements Handbook, Additionally. Test-Retest was evidenced by 20 Brazillian executives within seven month intervals, with stability coefficients ranging widely from .05 to .82 for self-ratings on the 20 competencies and .19 to .92 for others ratings. The manual states that Cronbach's alpha is good for "total others" ratings. The reliabilities have a broad range from .68 (transparency).87 (emotional) self -awareness with a total general average reliability of .78. The reliability though for the "self" ratings were reported as not good. The ranges listed for .47 (conflict management to .76 (inspirational leadership) with a average reliability of .63 (HayGroup, 2005)

Validity

The ESCI is reported as having good construct validity as it has been used year after year in several organizations and has reported sufficient results. The validity has substantial data that concurs with good reporting information according to Wolff (2005). Furthermore findings reported that many tests have promised to measure emotional intelligence and have appeared in recent years. Many have been promising, but many have not been empirically evaluated (Emmerling, 2012).

Work Related Quality of Life Scale

The work related quality of life scale (WRQol) is used to measure the quality of life as it relates to work. This scale was developed over years to explore how life as it relates to work. The WRQol has measured many groups over many organizations and work environments. Educational groups, social service groups, health care groups and lots more have been measured with this scale. The WRQOL is a 24 item scale, similar to the Likert type questions that explores emotional intelligence, general self-efficacy, work ability scales and Eysenck's Personality Inventory (EPI). The WRQol has been used to measure work and life balance as it relates to foster care work. There were no findings or reports by the Mental Measurements Yearbook on this particular instrument.

Reliability and Validity

WRQoL provides reliability of the scale as it relates to CronBach's Alpha in which has shown to be 0.94. The scale is closely related the Likert Scale, using 1-Agree to 5-Strongly Agree. The surveys provide concrete responses in relation to work and life combined

Validity for this scale is presently being "built up" and is being distributed

similarity alongside Surveys that are based on the Likert Scale. For instance, it was

found that the validity of psychometric scales such as the WRQol can be assessed in a

number of ways. Staff from four UK Universities (3-1992 and 1-post 1992) were

issued with the Quality of Life Scale, as a part of a broader staff survey 2136 returned

the items with all responses completed (valid response rate of 28%), with Cronbach's

alpa being an excellent .94.

Understanding Work/Life Balance and Child Welfare Work

Work-life balance has been researched and found to be viable and important in

the lives of workers of any sort. Working and balancing life at home has become

crucial in most organizations today. Glass and Finley (2002) indicated that time

pressure is a serious problem in today's workforce, with ever-increasing numbers of

workers bearing major responsibilities at home and meeting higher job expectations

and heavier demands at work. They found that a mismatch between family and work

roles can be a disadvantageous for both employees and employers.

With foster care work, balancing the two (work and family), in this particular

field has been important, as workers are often easily enmeshed with children and

families, as they deal with crisis that require emotional involvement, such as

nurturing, crisis, trauma and the like. Work and life balance in foster care case work

has been explored to determine if emotional intelligence plays a role in the balancing

act of work and life involving emotions.

Service Industry, Work/Life Conflict, Balance, and Emotional Attachment

As life expectancy increases, more workers are caring for aging parents and

are often times finding themselves "sandwiched" between eldercare and child care

responsibilities (Hammer & Neal, 2008). Furthermore the service industry is growing and leading to more competition and higher work demands. In addition, technological advancements have created devices that blur the boundaries between work-life balances (e.g., Blackberries, e-mail). Policies that support the balance of work and life are not only beneficial to the individual, but also the organization (Lauzun, Morganson, Major, & Green, 2010). Although this is vital, research suggests that the mere existence of work-life policies is not enough to ensure their use or to alleviate work-life conflict (Lauzun, et al., 2010).

Work conflict refers to the challenge many face trying to juggle work responsibilities with aspects of personal life (Ramasundaram & Ramansundaram, 2011). Work-life balance is referred to as a balance between home, work, organizational and personal life. This concept initially began as an alternative to pregnant women, but has been reportedly expanding throughout the workforce (Gunavathy, 2011, p. 108).

Changing demographics of the workforce have included an increasing number of women in work, more diverse family structures and changes within families (Parasuraman & Greenhaus, 2002). Todd (2004) identified a variety of work conditions as antecedents for conflict; these include heavy workloads, lack of participation in decision making, health and safety hazards, and job insecurity. Yasbek (2004) identified that fatigue can lead to decreased cognitive ability and that this can be caused by inadequate recuperation from previous over-activity, mental, emotional, or physical (Darby & Walls, 1998). Balancing work and life has been a common struggle amongst many organizations, with the intensity of the current economy and other life personal struggles. Byrne (2005) argued that factors involved in work is the

one which is most elastic and can be managed in such a way as to avoid jeopardizing other factors. The article noted that a major issue is that younger people are not prepared or ready to work in the same way as their parents were. Most wanted a bigger say and more control in how they worked at their jobs. The literature expounded on the fact that younger people want to also know what they can offer in the future. The findings of the literature was examined and found that employees want more responsibility and ownership. The results reported that when employees benefit through having better relations with management, as well as avoiding bringing problems at home to work and vice versa. Additional benefits included having more on life outside of work and having greater control of their working lives. Work-life balance seems to be an important part of corporate social responsibility nowadays (Bilal, Ziaurrehman, & Raza, 2004). Furthermore, Bilal, et al, 2004 found that "there is mounting evidence linked to show that family friendly policies in place to help employees achieve a balanced work and life can be an effective tool in promoting job satisfaction, productivity and company loyalty among employees (Saltzstein & Ting, 2001, p. 378)".

Organizations are currently creating work-life polices because of the increasing issues with work-life balance. The policies include options designed to give workers flexibility in scheduling (flextime and telecommuting) to assist them with parenting duties (child care facilities) and to offer emotional support (supportive leadership and organizational culture) (Anderson, Coffey & Byerly, 2002). The policies imputed discussed and gave examples adhered to telecommuting; reducing job stress, as well, as promoting motivation and dedication with the addition to flexible schedules work schedules.

Roche and Bakersville (2007) studied 22 social workers regarding work-life balance. The research examined responses from postal questionnaires on work-life balance. Twenty- two of 24 (92%) reported that both work and non-work roles contribute to and are affected by the negative consequences of conflict. The results found that workload, family commitments, and fatigue contributed to conflict with work and family life. The research indicated that both work and life suffer as a result between various roles.   Of the questionnaires were returned. The participants, ages 31-50 reported working in a variety of settings, with some having some management responsibility. The questionnaires had closed questions, open-ended questions, and rating scales.

Moore (2000) points out furthermore, that not all employees respond to work exhaustion with depersonalization, a diminished sense of personal or voluntary turnover. For instance, although the responses do occur she argues that some employees respond with attempts to change the work situation. Recent attention has been given to the characteristics of caseworkers; the research has been directed toward understanding caseworker characteristics as a predictor of child welfare outcomes or simply toward understanding more about caseworkers as primary service providers in foster care (Hollingsworth, Bybee, Johnson & Swick (2010).

Research has been progressing toward finding ways to resolve conflict between work and family, for example, MacDermid (2005) explained that historically much research was focused on work-family conflict. Work-family conflict has been linked with such undesirable outcomes as stress, turnover, absenteeism, burnout, and dissatisfaction with the job, family and life (Edwards & Rothband, 2000; Kreiner, 2006). Kreiner explains that modifications have been made in adopting the term work

conflict instead of work-family conflict to case a wider net and include a broader array of individual life circumstances. Kossek, Lautsch and Eaton (2005) noted that exploration of work and life balance has begun to focus attention on individual level processes. The research on work-home interface at the individual level tends to examine stable and/or difficult-to-change variables such as personality and demographic differences (Byron, Eby et al., 2005). Kalliath and Brough (2008) noted that achieving a good balance between work and family commitments is a grown concern for contemporary employees and organizations. There is now mounting according to Kalliath and Brough that linking work-life imbalance to reduced health and well-being among individuals and families, this has caused organizational stakeholders to take interest (CEO's, human resources, directors, etc.).

Kreiner, Hollensbe, and Sheep (2009) investigated how people manage boundaries to negotiate the demands between work and home life. The literature discovered and classified four types of boundary work tactics (behavioral, temporal, and physical, and communicative that individuals utilize to help create their level and style of work-home segmentation or integration. Naithani (2010) found that during the second half of the 20th century, with work demands increasingly encroaching on family and personal time at faster pace, employers acknowledged the need of work-life balance programs to facilitate employees maintain a healthy balance between the conflicting demands of work and personal life. The article noted that, the composition of work and family life spheres has changed over a period of time, furthermore today's working male and female face a broad set of daily challenges which many times create imbalance between their working life and personal/family life.

Work-life is integrated according to Naithani (2010) and indicates that there is no distinction or mental boundary between work and home segmentation, when there is no clear-cut mental boundary separating work and home. Naithani explained that an individual can be at either ends of segmentation or integration or can be at any point of range, actively engaged in mentally defining boundaries.   Lack of work-life balance thus influences working individual's performance at the workplace as well as in personal life. Naithani noted (2010) that in the current economic scenario, organizations are hard pressed for productivity and can face the recessionary challenges better if their employees are more engaged with work and workplace. Work-USA (2000) conducted a survey that highlighted the fact that organizations that have an effective and efficient work-life balance program exhibit a better financial performance. The results showed that employing loyal employees delivered higher financial returns.

The literature suggested that organizations, are increasing advocacy for employees improved work-life balances so that better work-life combinations will contribute more meaningly toward the organizational growth. History of work/life programs can be traced back to the 1930's, when introduction of reduced work hours with four hour shifts of six-hours instead of the usual three daily eight hour shifts in W.H Kellogg Company enhanced employee morale and productivity (Lockwood, 2003). Byrne (2005) introduced a simpler understanding of work-life balance by presenting the old-aged concept of balanced wheel of life and related work-life balance with it. Byrne suggested eight important sections of life as the eight spokes in a wheel. He introduced work, finances, spiritual, hobbies, self, social, family, and health. Byrne explained that these eight sections are important for every human being

and that most humans search for balance amongst these different sections. Although

Byrne, treats each aspect the same in terms of balance, all for each individual may not

be equally the same Kreiner, et al. (2009) explained that "the workplace (P. 704) is no

longer necessarily a discrete physical location". Knowingly, it was explained that

technology today, has brought profound changes to the ways people work, with

boundary less organizations, virtual work spaces, and the potential for constant

wireless connection to one's work. Recently exploration of work and life balance has

begun to focus attention on individual-level processes (Kossek, Lautsch & Eaton,

2005). The research on the work-home interface at the individual level tends to

examine stable and difficult-to-change variables, such as personality and demographic

differences (Byron, 2005; Eby, Casper, Lockwood, Bordeaux, & Brinley (2005).

Cummings and Jones (2003)sought to (1)better understand the challenges

associated with balancing work and home (2)explore what steps individuals take to

improve work-home balance amid less than-ideal working conditions in addition to

the demands of balancing employment and family responsibility. This tends to strain

the health and welfare of many employees worldwide (Jang, et al, 2011). As the

number of dual family earners increase working families increase, various advocacy

groups for policies support dual earner households as they manage family and

employment (Barnett, 2004). To solve this dilemma policy makers have explored,

implemented and investigated a variety of work-life programs to ease family stress

and conflicts (Bird, 2006). Of particular interest have-been flexible schedules more in

employee control, job sharing and extended family leave (Gerson, 2002).

Foster Care Work and Emotional Intelligence

Emotional intelligence has become the hallmark of determining leadership and effectiveness in organizations. Foster care work is becoming a new focus as it relates to emotional intelligence due to problems reported daily regarding the mishaps that have occurred in this field of work. State organizations are taking precautionary measures with the hiring process and are beginning to adopt programs that incorporate measures of emotional intelligence.

Swanzen (2011) proposed that a link exists between practitioner's knowledge of EI and successful relational work in child and youth care. Foster care workers have serious responsibilities. Zosky (2010) found that child welfare workers have the dual role and often incompatible role expectation of being both the agent of social control and the agent of help. The literature cited that the social worker is seen as a "social worker police officer" (p. 119). The social worker is put into a controversial position, because of attempts to build a trusting working alliance with the family at the same time monitoring change. Child welfare workers are responsible for implementing policies and laws designed to provide children with protection and permanent living arrangements (Zell, 2006). Furthermore, Zell (2006) found that foster care casework involves, orchestrating and monitoring services from a variety of systems and providers, skills in negotiation and mediation, with constant commerce from the external environment.   Results from a data sample of 408 and results revealed that workers experienced higher workloads, greater role conflict, and greater depersonalization, and had lower personal accomplishment (Hansung, 2010).

Howe (2010) reported that foster care work is complex and demanding and presents worker and parents with a number of emotional relationship demands. Howe

(2010) additionally, noted that quality relationships are the backbone of social work with children and families and that they are particularly relevant in the close intimate work with looked after children. The literature examined the fact that human beings experience many of their strongest emotions, both positive and negative when they engage, interact and relate to others. Research has proven that relationships child care workers have with children and families affects caseworker's ability to operate in an emotionally stable or intelligent way. Many child welfare leave their jobs within a few years of being hired (NASW, 2003) Gerencher (2005) states that lower paying, stressful, lots of customer contact are at higher rates of vulnerability, than white collar jobs. The article cites that occupations where bosses are "brutes" or the pay is low tend to be easier for employees to quit. Research studies have identified personal and organizational factors contributing to workers' decisions to leave or stay in their job (Flower, et al., 2005). Personal factors include burnout, job satisfaction, education, personal and professional commitment and organizational factors include satisfaction with supervision and supervisor support, workload, salary and organizational commitment (DePanfilis & Ziotnik, 2008).

Schwartz (2011) reviewed positive psychology perspectives in order to examine foster care workers emotional responses to their work. Positive psychology, an emerging area of research in a broader field of psychology, offers a paradigm-shifting direction for inquiry into the experience of child welfare workers (p. 32). Fredrickson (2003) indicated through his broaden-and-build theory of positive emotions that by broadening momentary thought and action options, positive emotions can fuel "upward spirals" that improve both individual and organizational functioning (p. 33). For example, joy breeds a desire to be creative, and pride in an achievement

catalyzes a desire imagine even better achievements; indeed, psychological well-being influence job performance in a number of studies has been found to positively influence job performance in a number of studies (Wright, Cropanzano, & Meyer, 2004).

With Schwartz (2011) the primary concern of the study of positive psychology in relation to the study was to develop a greater understanding of how and when humans flourish (Seligman & Csikszentmihalyi, 2000). The two questions explored were (a) what are the contributors (at multiple levels) which elicit foster care workers' positive emotions- on- the job (b) what kinds of positive emotions do foster care worker experience on the job?

Individual workers were used from a population of 34 agencies sent information with no specific sample of workers determined. The organizations sample of workers determined. The organizations ranged in size, age and locale within five boroughs of New York. From the five boroughs 25 individual workers were sampled. The samples used yielded enough theoretical saturation in data until it was not useful to conduct further interviews.

Due to the small number of participants the sample was not varied enough to represent the entire population of New York, therefore the study's finding could not be used or transferred to the entire state of New York. The findings in the study reported although presented positively, results manifested unearthed negatism. The contributing factors in the negative emotions found in the study were reported as environmental factors, agency factors, interpersonal factors, and individual factors.

First the study discussed larger contextual factors and local current events affecting their work, such as tragic deaths of two children, which caused large

amounts of lots of changes within the agencies' system as well as court proceedings. Additional contributors to negative factors were public perception of their work, as well as negative statements about their work. Second, the study reported that the agency factors common throughout most agencies but were listed as overwhelming job demands, the poor initial training they received, and working for low salaries.

Many workers described this as "drowning in a sea of work" (Seligman and Csikszentmihalyi, 2000, p. 39). More than two thirds of those interviewed said they spent half of more of their time on paperwork, describing it as "massive", "frustrating and "overwhelming (Seligman and Csikszentmihalyi, 2000, p. 39)". With the interpersonal factors, participants noted that their relationships with co-workers were one of supportive nature and that without their supportive nature and stances, to include supervisors, they would not have stayed on the job.

The study (Scwhartz, 2011) reported that the interpersonal factors contributed to motivation and sustenance. Further reports indicated that the positive interactions had an effect on their emotions at work. The workers talked about three common benefits they received from their interactions with other individuals: recognition, emotional support, and help with their work.

The participants (Schwartz, 2011) also mentioned how their work with the clients contributed to their emotions and feelings toward at work, by noting how they experienced pleasure in the success of their clients. Lastly , the study found with individual factors, most interviewees found at least one personal factor that had a positive impact on their emotions at work, there was no overall trend for how personal factors impacted emotions at work. Additionally, although multi-level contributors to foster care workers' positive and negative emotions at work were described, the

literature further questioned and examined what kinds of positive and negatives were named.

Twenty different categories of emotions were corrected from their varied description by the researcher. Eight categories represented positive emotions (excitement, gratitude, happiness, hope, lure/attachment, pride, relief, and satisfaction), and twelve categories represented negative emotions (apathy/desensitization, boredom, embarrassment, anger, frustration/annoyance, nervousness/anxiety overwhelmed/confusion, resentment, sadness, depression, stress, exhaustion, and worry/fear (Schwartz, 2011).

Schwartz (2011) emphasized despite explicitly probing for positive feelings experienced at work, foster care workers named many more kinds of negative emotions than positive ones. Furthermore, all but one worker named at least one negative emotion only-three quarters of the interviewees named any positive emotions. One other important finding highlighted in the study expressed, interviewees naming more kinds of negative emotions than positive ones, workers described experiencing twice as many negative emotions compared to positive feelings with an average of about four negative and two positive (not necessarily unique) four negative and two positive feelings named per interview.

Schwartz (2011) found more information on foster care caseworkers and social workers attitudes toward their profession. She noted that the workers in this particular study may be particularly inclined toward expressing more negative than positive feelings because of commonly held attitudes about how to conduct oneself in New York and how to operate within their profession, with New Yorkers having a reputation for taking themselves very seriously.

In addition, social workers, as professionals, have a reputation for taking themselves seriously and being humorless. Many social workers feel that it would be improper and irreverent to express positive feelings in the midst of grueling challenges for the disadvantaged populations. In summary, despite negativity being expressed highly amongst the agencies; both positive workplace relationships and agency practices, then seem to contribute to foster care worker well-being and may be the "glue" that keeps them from leaving their jobs. The literature further summed up the findings by indicating that workers had a greater vocabulary for negative feelings, named more instances of experiencing negative feelings, compared to positive ones, and experienced more highly activated negative feelings compared to positive ones, interviewees had positive interactions with supervisors, co-workers, and their clients.

Work Outcomes, Stress, Burnout

Research on emotions and work were examined and found that emotional exhaustion and emotional intelligence are directly linked to one's psychological state (Taylor, 2001). Research has also been examined and found that stress and burnout is linked to positive and negative outcomes, as well as the effect on emotions and the ability to manage and apply ones emotions. Feelings provide meaning to experiences (Dierendonck, Garssen &Visser, 2005); adding that the recognition of feelings will strengthen the ability to choose behavior that is in line with one's goals and expectations and to aid in finding meaning and growth in life. Stress and burnout have been cited as being problematic with foster care casework. Brotheridge and Lee (2002) also examined this topic and found that burnout along with the exhaustion results in serious negative outcomes that affect one's ability to act emotionally at work. The term burnout refers to three components: emotional exhaustion (feelings of

being overextended and depleted of emotional and physical resources),

depersonalization or cynicism (negative or excessively detached responses to various

aspects of the job), and diminished personal accomplishment (feelings of

incompetence and lack of achievement at work) aspects (Kim & Stoner, 2008).

Brotheridge and Lee (2002) go further to report serious negative outcomes in

deterioration in the quality of service, higher job turnover, absenteeism and low

morale. Burke and Greenglass (1995) noted that burnout affects one's physiological

and psychological well-being, and has an effect on one's job performance.

Furthermore, workers who feel burned out and frustrated with their jobs are

more likely to have higher turnover and be absent from work (De Croon et al., 2004).

Specifically, worker turnover was indicated as not only causing psychological distress

in remaining staff members or in new and inexperienced workers who fill vacated

positions leading to client mistrust of the system (Geurts, Schaufeli & De Jonge,

1998). Common identified stressors with social work are identified as role ambiguity,

role conflict, and workload, which relate to organizational structure, and clients'

which relate to worker-client interaction (Jayaratne & Chess, 1984). Additionally

confusing legislation and concomitant guidelines have increased conflicting and

incompatible demands on social workers (Bransford, 2005).

Pennebaker and Francis (1996) described that awareness of one's own

emotions involves being in touch with our moment to moment feelings. Awareness of

one's feelings is often revealed in an individual's ability to discuss and disclose the

emotions they are experience.

Emotions can be used as signals according to Mayer, Salovey, and Caruso

(2008). Mayer, et al, (2008) explained how happiness includes a signal of wanting to

join others' sadness is signal of loss and of comfort (or to be alone), Solomon (2000) found that meanings of specific emotions terms have been understood by philosophers for hundreds of years. At the same time, there is compelling evidence that many emotion meanings are in large part universal and play a role in helping people understand their own actions (Dyer, 1983).

Lane, Reiman, Axelrod, Yun, Homes, and Schwartz (1998) contended that emotional awareness can be measured by asking respondents to reflect on the extent to which they are able to discuss and disclose emotions. Silva (2002) demonstrated that high emotional self-awareness acts as a damper on an individual's experience of intense emotions or negative emotions. The management of own emotions according to Mayer & Salovey (1997) involves an individual's ability to connect or disconnect from an emotion depending on its usefulness in any given situation. They focused on this particular occurrence that demonstrates a person being able to hold back immediate reactions to delay judgments and then express them in a more considered manner. Furthermore, Grandey (2000) established that emotions, employees experience in their organizations affect his or her experiences in their organizations and affect his/her psychological and physical health and the employees attitudes toward duties, the organization and work-related accomplishments. Additionally researchers suggest that sustained emotional dissonance reduces an individual's self-identity or even promotes a strong contrary (pseudo) identity and this leads to feelings of stress, frustration, or burnout or emotional exhaustion (Wolf & Hurst, 2009). In child welfare organizations, workers often confront a host of work-related challenges resulting in compassion fatigue, work overload and role stress resulting in burnout, all known predictors of turnover (Fulcher & Smith, 2010).

Workload was examined and found that workload and burnout were likely correlated. The study reported that high workload as being a consistent complaint voiced by writers in most child welfare literature (Jayaratne & Chess, 1984). The study revealed by using a sample of mental health workers (n=144) and child welfare workers (n=84) that a total of 42.9 percent of child welfare workers considered their caseloads too high. Even though community mental health workers had the highest caseload, 79-4% percent reported it to be about right.

Role stress has been researched abundantly, and been found to contribute to social work challenges. Comprehensive reviews of burnout literature have suggested that social workers are more likely to feel burned out when they perceive higher levels of role-related stress, which is characterized by a worker's high role conflict, role ambiguity, and role overload (Soderfeldt, Soderfeldt, & Warg, 1995). The theoretical framework of burnout proposed by Cordes and Dougherty (1993) explains that role-related is directly related to emotional exhaustion. Research has shown repeatedly, that a worker's level of emotional exhaustion is greatly affected by the nature and intensity of stress in the work environment. This view of how burnout develops explains how higher role stress results in higher levels of not only emotional exhaustion but also depersonalization and diminished personal accomplishment (Bakker et al., 2000). In additional role stress has been associated with turnover intention among human service workers (Mor Barak et al., 2001)

Compassion fatigue has been associated with stress and burnout. Compassion fatigue refers to diminution in a person's ability to feel compassionate to others, as well as exposure to extremely stressful events (Figley, 1995). Figley developed this term to refer to the stress of working with traumatized individuals and it has been used

in the trauma field to refer to secondary or vicarious trauma (Adams, Bocarino & Figley, 2006). Compassion fatigue has been identified as risks for professionals working with individuals who have experienced trauma (Creamer & Liddle, 2005: Ilifffe & Steed, 2000). Trippany, White, Kress and Wilcoxon, (2004) reported that repeated exposure to the violence experienced by clients can create a shift in the counselors perceptions of the world and themselves and increases their sense of their own vulnerability. It can disrupt the counselor's sense of safety, trust, sense of self-esteem, sense of control, and relationships with significant others.

Summary

Emotional intelligence and foster care casework is supported by separate, but reliable research. Research has shown a few links between foster care work that includes social workers primarily and emotional intelligence, yet not much literature was supported on child welfare workers (foster care caseworkers) directly, and emotional intelligence, an obvious gap exists. Social workers (that can be licensed or non-licensed, have a bachelor's degree or master's degree) and child welfare workers (that can be degreed with bachelor's level or master's level); both provide care for the children in foster care have been researched, examined and found to show serious issues with work-life balance along with conflicts in managing work, home and personal their personal lives.

In Summary, the literature cited related topics such as emotional exhaustion, depletion, related to burnout, resilience, and other related emotional categories, that correlate with child service's workers ability to act emotionally intelligent or not while working with family and children within the child welfare system. Literature also cited causes of conflict with work life balance and how emotions play a role in properly

solving the issues surrounding work and life balance of people that work with children in the foster care system. Research literature also supports the inter links of work-life balance and how child service workers manage balancing both. Literature on the topic was scarce, yet some insight could be found on the topic, primarily with social workers specifically. Additional literature has been reviewed to explore measurements of emotional intelligence. Several conflicting views were evident, such as: numerous combative categories, with a few of the theories overlapping. The definition of emotional intelligence has varied, causing uncertainty in the foundational outlook. Theory identified to substantiate this research was multiple intelligence theory as well as the incremental theory. Both theories provide a basis for exploration of how emotional intelligence is likely to play a role in the work of foster care workers. There is a gap in literature on the possible role of emotional intelligence and the role it plays in foster care case work.

Measuring EI has been difficult and challenging for researchers. The debates have been time consuming and in some media reports as useless. Daniel Goleman's (2006) contributions to the measurements, although controversial, seems to provide enough details and reliability to conduct a thorough examination of foster care workers and how they sort through emotions, the balance of work and life and the possibility of the role it plays in job duties.

The literature review examined emotional intelligence by discussing the history and development of emotional intelligence and how it has been researched and explored. The literature gave insight into prior research and how emotions were managed at work. Additionally work-life balance was explored and discussed underlying issues related to stress and burnout. Clearly this is a problem with foster

care caseworkers. Information was provided to explain different theoretical

perspectives on emotional intelligence, theory, and applications of the concept.

Chapter 3 discusses the methodology of the study by explaining, details of the

research design from a holistic phenomenological perspective along with providing

description, type, sample, setting, tools and instruments, data sample, and analysis.

Ethical considerations have been considered and summarized

Chapter 3: Research Methods

Introduction

This research study was designed to examine and measure if emotional intelligence (EI) is related to foster care casework. Another purpose of this study was to add to the current body of literature with a deeper understanding of EI and the work-life balance of foster care caseworkers. Child welfare workers have been consistently studied, reviewed, and investigated, and they have been found to be overworked. Outcomes of this study could be used to provide new insight to current research on how EI is relevant in the social service field and to bring awareness to the ability of child welfare workers to better balance life and work, find increased motivation in their jobs, and suffer less burnout, all leading to decreased job turnover. The questions that guided the study were: Is there is a relationship between emotional intelligence and the work/life balance of foster care workers and specifically their rates of absenteeism. Chapter three describes the study design, sampling technique, and methods of inquiry, analysis, and data collection.

Research Design and Rationale

This study used a quantitative cross sectional research design, which is a method of determining the relationships between variables (Hopkins, 1998). Hopkins (1998) explained a cross sectional design as the process of variables being compared and analyzed. The purpose of this research was to investigate if emotional intelligence influences the work and life balance of foster care workers. A quantitative design with survey method was used to explore the variables of emotional intelligence and work and life balance. The reason for using this design was because (a) subjects can be observed or studied at a single point in time; (b) the design is quick, and a large

number of subjects can be studied with little to no cost and effort compared to other

designs; (c) this type of study design is efficient in highlighting associations among

variables.

Respondents consisted of social service employees who worked with children

currently in the foster care system throughout the state of South Carolina. These

employees had acquired degrees in psychology, social work, human services, and

other related social sciences fields. The ages of the participants varied. Many workers

employed by the Department or Social Services are either recent college graduates or

within retirement age according to media reports (German, 2004). Results of the

surveys given to the respondents, by the research with the WRQol and the ESCI have

been stratified, compared, and analyzed by age, job duties, and family functioning.

According to Creswell (2003), the quantitative approach employs strategies of inquiry

such as experiments and surveys in order to collect statistical data. A correlational

research design seemed most appropriate as it provides for comparisons of two

relationships, this was most apparent for this study, as the qualitative approach does

not provide statistical reporting. A correlational research design is used to determine if

a relationship exists amongst two or more variables.

Population and Sample

The study sample consisted of employees in the Department of Social Services

(SCDSS) of Florence, South Carolina and Columbia, South Carolina. Population

demographic information obtained included gender, ethnicity/race, and age. Human

service agencies are often flooded with employees that come to work, but later leave

or quit unexpectedly, according to news and other media reports. Furthermore, with

the rate of employees leaving being high, men are not highly proportioned in the field

of social services or work. Sample size varies in research, and with thousands and thousands of foster care workers in the South Carolina, it would be impossible to survey each worker, yet with this survey 200 workers were sufficient as it is 10% of the total number of foster care workers in South Carolina. There is a low proportion of men included within the research. Women have been found women to dominate the social service field (Schilling, Morrish & Lie, 2008). All SCDSS employees are required to have at least a bachelor's degree related to the field of human services.

Sampling Procedures

The method of probability was used in this study. A probability sampling method employs random selection. . In contrast with nonprobability sampling, there is a chance that each subject may not be selected, as samples may not be representative of the population. Furthermore, probability sampling has been noted as contributing to major changes in how society conducts large quantity research. Brick (2011) contended that despite occasional issues and controversies, probability sampling and survey sampling have helped change how we think about obtaining information from large populations. Those sampling methods have made it possible to study wide ranging topics in a cost-effective and timely manner. Probability sampling's origin goes back as far as 70 years and has reported sufficiency. One main reason indicated is previous theories such as Quota sampling only target certain populations whereas probability sampling assures every unit has a non-zero chance of being sampled. (Doherty, 1994).

Participants

Because of the nature of the study, participants were purposely selected from public and private sectors of the Department of Social Services in South Carolina in

county offices in Florence and Columbia. I gathered responses from 200 randomly

chosen subjects from 250 actual surveys sent of each, to those whom willfully agreed

to participate. Cohen (1992) indicated in order to obtain a medium effect size of 3.0 at

the alpha level of .05, at least 85 or more participants are needed. The 200 randomly

chosen employees were provided through a list received from a supervisor at the

agency and verbal referrals of employees who previously had agreed to participate in

two random surveys per year at the agencies' requests. The participants agreed

through email and verbal consent to participate, furthermore, 170 respondents

requested the surveys be sent through email and 30 requested the surveys be mailed.

The respondents were sent forms agreeing to participate prior to being chosen. The

participants were advised on how SPSS version 21.0 software has been used to

interpret data results and about their rights to review the results as a means of

assurance that their information will not be open to public review.

Data Collection

The study examined to what extent a relationship exists between EI and work

and life balance with foster care workers. Data collection consisted of a self-

administered Internet survey created by Goleman and Boyatzis, (2008) the ESCI,

which measures emotional and social intelligence. The ESCI has 12 competencies

(HayGroup, 2005).

The Work-Related quality of Life Scale (WRQol) has been used to work and

life balance variables. The WRQol was developed by UK National Health Service

(NHS) Trust staff in 1999 in order to gain a solid understanding of the perception of

the quality of working life of their employees. The scale is free of charge and can be

used online or via paper copy upon researcher request. The scale takes about 45
minutes to administer

    I set up a time and date to distribute or mail the forms to the participants. I
recommended the usage of number two pencils as recommended by HayGroup
(2010). No specific recommendations are made for writing instruments with the
WRQol. I explained the instructions before distributing the surveys and explained
confidentiality, time, and scoring procedures. I provided envelopes for the completed
surveys and explained that each test was carried securely in my briefcase. I explained
to each participant to allot 30 minutes for the completion of the survey, explaining that
45 minutes is the maximum time allotted for the test. Permission was granted from
HayGroup to use the instrument. HayGroup markets and administers the ESCI
through a partnership with Goleman and Boyatzis

    The paper version of the instrument can be used for research purposes only
according to the HayGroup, as a free service. The data collected were based on the 12
competencies that were discussed in depth in Chapter 2.

Research Setting

    The SCDSS headquartered in Columbia, South Carolina provided the
population sample. The Department of Social Services provides welfare services and
assistance to families including welfare subsidy, adoption, adult protective services,
and child protective services. The Child Protective Services Division of SCDSS
provides provisions for foster care and adoption services. Both services intervene in
situations where the welfare of children and families is at risk. The Department of
Social Services employs several thousand workers separated into divisions and
counties. The two counties that were explored were Florence and Richland.

Informed Consent

Potential participants were contacted via an e-mail and regular mail with an informed consent attachment. The form contained a request to participate in the study, explained the importance of the study, and provided information about confidentiality. The form also informed participants that no one would be able to access their personal information. Data were tracked by the usage of the Hay Group's ESCI survey. According to the manual, no prior approval is required to use the instrument if it is being used for research purposes. The data were traced from the paper form downloaded via the internet. Data such as age and gender were a part of the survey.

Instrumentation

This section describes the instrument to be used for the study. This section provided information on the instrumentation Emotional and Social Competency Inventory created by Daniel Goleman and Richard Boyaztis, as well as information on the Work Related Quality of life Scale (WRQol) that has been used to measure work and life variables. The scale has six psychosocial sub factors. The scale measured participant's perceptions on the quality of work and life balance. The scale took 30-45 minutes to complete and can be done manually with number two pencils or can be done online.

Emotional and Social Competency Inventory

The Emotional and Social Competency Inventory (ESCI) is a multi-rater tool that assesses Emotional Intelligence. The tool was created by Dr. Richard Boyatzis and Dr. Daniel Goleman. Dr. Boyaztis and Dr. Goleman partnered with HayGroup to market their tool. The ESCI builds on Hay/McBer's 35 years of competency research and proven methodology (HayGroup, 2012). The ESCI can be used to evaluate both

the individuals within the organization as well as the organization as a whole (HayGroup, 2012).

The ESCI was created in 2007 as an evolution of the 1999 Emotional Competency Inventory. ESCI offers a way to assess the strengths and weaknesses of individuals, giving them precise, focused information on exactly which competencies they will want to improve in order to meet their career goals (Boyatzis, 2009). The ESCI describes 12 competencies that differentiate outstanding performers from average performers. ESCI was used as a tool to develop productive employees. Surveys can be completed online or via paper. Once completed the results were analyzed by HayGroup and were produced through feedback reports. The feedback reports did not produce names and kept all information confidential. I first obtained approval from HayGroup via email to administer the survey. The test is a free test if used for researching purposes. This test take 30-45 minutes to be completed.

Reliability

Internal Consistency and Test-Retest are used to determine reliability with the ESCI. Crone's Alpha was used for each scale in the ESCI with n=52,363 showed Emotional self-awareness .83, emotional self-control .91, achievement orientation .86, adaptability .85, positive outlook, .88, empathy .86, organizational awareness .86, influence .84, teamwork, .89, coach and mentor .92. conflict- management .79, inspirational leadership .89, systems thinking n/a, and pattern recognition (Wolff, 2005).

Test Retest Reliability

With the ESCI there is no specific test-retest reliability study. According to HayGroup, (2011) participants who undertake the ESCI on two occasions typically

undertake some form of development activities between assessments and therefore would anticipate a change in their scores over time. Yet, HayGroup indicates that other pre-and post-assessment research provides reasonable evidence for adequate levels of test-retest reliability.

Validity

According to HayGroup (2011) the development of the ESCI, has been widespread. Noting, that alongside Boyatzis and HayGroup's ongoing reviews. EI has become a focus of many post-graduate theses. Around 160,000 participants around the world and in business around the world has received EI feedback and found the instrument to be a rich source of date. HayGroup indicates in its ongoing attempts to prove the ESCI remains relevant, acceptable to clients, researchers, and participants. That it measures behaviors that it sets out to measure, that it correlates with other similar tests and it predicts performance outcomes. A comparative study Van Oosten & Boyatzis, 2011) set out to measure the predictive capacity of emotional and social intelligence competencies on leadership effectiveness beyond measures of generalized intelligence (g) and personality. Data were gathered from 60 divisional executives of a final services company. The ESCI was used to collate total others' EI competency scores. The study revealed that the ESCI total others' scores were significantly, positively correlated with the number of financial consultants recruited. Of the five personality traits measured, only conscientiousness correlated with leadership effectiveness measures. This study was one of few to investigate EI alongside both general intelligence and personality. The study supported the argument that it offered predictive validity (HayGroup, 2011).

The Mental Measurement Yearbook (2002) reported that the ESCI may be a reliable instrument. Currently there is no empirical evidence to support this properly. The Mental Measurement yearbook further claims the validity as being questionable given the many limiting factors of the studies. HayGroup reported the ESCI as valid and reliable, Byrne (2003) conducted study of the ESCI using the self-scored version, and Byrne concluded the instrument showed good discriminate, construct and criterion validity.

The Work Related Quality of Life Scale

The Work-Related Quality of Life Scale (WRQol) is a scale developed with 23 items that are Likert type items. The scale has six psychosocial sub factors (job and career, general well-being, home-work interface, stress at work, control at work and working conditions). The psychometric scale is used to measure the perceived quality of life with employees. This scale is over a decade old, yet has been used in organizations across the world. The measure is evidence-based and looks at the needs of staff members concerns about health and social concerns of the employee as well as work and life balance. The WRQol is a free online measure that has provided the means for researchers to explore vital issues concerning employee experience and is interpreted within categories that are both individual and work related factors (Darren & Simon, 2013).

The WRQol scale has been reported as having good validity and reliability with a revalidation exercise performed in 2008 and 2009. The results reported 0.90 on general well-being, 78 on home-work interface, .85 on job stress, .72 on control at work, .79 on job and career and .82 on stress at work (University of Pormouth, 2012).

The Likert scale is one of the most frequently used scales in research and social sciences. The Likert scale was developed in 1932 to measure attitudes of people by asking a series of questions or comments in terms of agree or disagree, as well as to what extent they agree with them (McLeod, 2008). The Likert has been theoretically assumed that by making statements pertaining to agreeing or disagreeing strongly, it makes the assumption that attitudes and thoughts can be measured. The WTQL is a similar measure and uses a five point scale that is an adaption of the Likert with six factors applied.

Data Analysis

The primary purpose of data collection for this research study is to provide answers to the relationship amongst the variables. The data from the questionnaires were collected, organized, examined, summarized, analyzed and described by the researcher. When all data is received, the surveys were verified, and consolidated by the researcher. The SPSS (21.0) statistical software program IBM SPSS Statistics 21.0 has been used for initial data entry from the paper version.

The Pearson's *r* or the "Pearson product-moment correlation coefficient" has been used to analyze the data. The Pearson's *r* is a commonly used technique in the social sciences field, (Skidmore & Thompson, 2011) introduced by Karl Pearson, from an idea he obtained from Francis Galton in the 1880s. The Pearson's *r* is used to determine linear relationships between variables. Furthermore, Pearson's *r* also determines if there are differences between means. The Pearson's r is used to judge whether weak or strong relationships exist amongst variables. Huck, Ren, and Yang (2007) explained the correlation as being (a) direct or indirect and (b) strong,

moderate, or weak, with responses of +1 or -1. The Pearson's r's formula is defined as the covariance of two formulas divided by the standard deviations.

Emotional Intelligence, work and life balance were correlated to determine if a linear relationship exists amongst the variables. Several formulas are computed when using the Pearson's r, yet one popular formula is covariance of the two variables divided by the product of deviations. The multivariate analysis of variance was also used to analyze the data. The MANOVA was a good fit for the WRQoL, as it had several variables that needed to be tested for significance. Additionally MANOVA has increased power as it is able to detect small effect sizes and can control the error rate. This popular formula is often used when there are two or more variables.

SPSS and Data Input

The research data were compiled to be analyzed via SPSS version 21.0 (2012) a commonly used tool in the social sciences (George & Mallery, 2010). For the usage of this study the 12 competencies (1) emotional self-awareness, (2) emotional self-control, (3) adaptability, (4) achievement orientation, (5) positive outlook (6) empathy (7) organizational awareness (8) coach and mentor (9) inspirational leadership, (10) influence (11) conflict management and (12) teamwork, of the ESCI was used to identify general descriptive statistics and an analysis of variance, and if possible correlational analysis. A correlational analysis is known to compare relationships between two variables and if they are related and if so, how much. The results of the ESCI were input into SPSS version, 21.0 to determine the role of the 12 identified competencies

Research Questions and Hypotheses

The following research questions and hypotheses guided this study:

RQ1: Is there a relationship between emotional intelligence and absentee rates of foster care workers?

$H_0$1: There a relationship between emotional intelligence and absentee rates of foster care workers.

H_a1: There is no relationship between emotional intelligence and absentee rates of foster care workers.

RQ2: Is there a significant link between emotional intelligence and work/ life balance of foster care workers?

$H_0$2: There is significant link between emotional intelligence and work/life balance of foster care caseworkers.

H_a2: There is no significant link between emotional intelligence and work/life balance of foster caseworkers.

Method of Inquiry

Surveys are one of the most popular methods used in research studies. Leedy and Ormrod (2005) reported that information collected from surveys is frequently used by social scientists to describe the incidence, frequency, distribution, and characteristics of certain populations. Surveys ask for information about families, what we eat, what we wear, the cars we drive, our education, our jobs, our health, our lifestyles and our opinions (American Statistical Association, 1998). Surveys can be carried out in a number of ways: through the mail, over the telephone, in face-to-face interviews as handouts electronically (e-mail -or web-based surveys or a combination of these methods). Furthermore, surveys can be used at a single time, repeated times or concurrently with repeated samples (Taylor-Powell & Hermann, 2000). Surveys can be used for a few people or for a large number of people.

Survey questions come in two categories open-ended and closed. With open ended participants answer the questions in their own words. With closed questions participants are provided with a defined set of responses (Pennsylvania State University, 2006). Surveys can be developed by the researcher or pre-determined by an established researcher. The ESCI has questions similar to Likert style surveys. Questions based within the ESCI are closed ended questions with six behavioral anchors that include: (1) Never (2)Rarely (3)Sometimes (4)Often (5)Consistently and (6)Don't know.

The WRQol is designed with questions similar to Likert Style. The 23 question item scale is psychometrically sound and reported as usable to measure participant's perception of their quality of life as it relates to their work and is measured by six psychosocial sub factors. The participants are required to answer questions on a five point scale. The responses are coded as strongly disagree, disagree, neutral, agree, and strongly agree from 1 being the lowest code and 5 being the highest. The WRQol uses factors such as Job and Career Satisfaction (JCS), General Well-Being (GWB), Home-Work Interface (HWI), Stress at Work (SAW), Control at Work (CAW) and Working Conditions (WCS).

Ethical Considerations

The research studies were conducted according to the guidelines and parameters of Walden University's Institutional Review Board (IRB # 06-18-15-0031262) to ensure the ethical protection of study participants. Ethical considerations in social science research require researchers to perform research with the utmost integrity. Leedy and Ormrod (2005) indicated that ethics fall into four major categories: (a) informed consent (b) right to privacy (c) protection from harm and

professional honesty within the scientific field. Other information regarding ethical considerations include three broad categories (a) ethical considerations in data collection and data analysis (b) ethical considerations in the treatment of participants and (c) ethical considerations in the scientific field and society in general (Singleton & Straits, 2005).

The researcher, once approved by the IRB, bore the responsibilities of each ethical consideration procedures as established by Walden University's IRB department. The researcher maintained the strictest of confidentiality and did not cause any undue duress, stress or harm to participants during this process. Each participant was age appropriate and willing participates of their own free will. Appropriate feedback was provided to each participant following the study.

Usefulness to the Professional Field

Foster care workers or child welfare workers hold positions that require a certain amount of focus, resilience, time and care. Foster care workers are relied upon by state, local, and federal agencies, including the court system to provide care for youth and families in crisis situations that include abuse, abandonment or neglect. This type of work is needed is part of a federal mandate sanctioned many years ago. Without the role or position of foster care we as Americans, citizens, employees, or simple people would face an epidemic. Emotional Intelligence has been measured in terms of leadership and exploration of ways to develop and increase productivity within major corporations. With this study, a new focus was explored regarding emotional intelligence, extending current knowledge and research.

Summary

This chapter included a review of the methodology, research design, data collection and analysis. Although literature review presented lots of information and insight into emotional and intelligence respectively, there is still a gap in literature that links emotional intelligence and foster care case work and how work and life is balanced. This study involved an attempt to bridge the gap between emotional intelligence and child welfare services and to provide an opportunity for further research to discover new ideas and trends in workplace issues related to emotional intelligence and work/life balance.

Chapter 4. Results

Introduction

The purpose of this chapter is to present the results associated with the study.
The results were evaluated to answer the two research questions of the study, which
were as follows:

RQ1: Is there a statistically significant relationship between EI and absentee
rates of foster care workers?

$H_0 1$: There is not a statistically significant relationship between EI and
absentee rates of foster care workers.

$H_a 1$: There is a statistically significant relationship between EI and
absentee rates of foster care workers.

RQ2: Is there a statistically significant relationship between EI and work-life
balance of foster care workers?

$H_0 2$: There is not a statistically significant relationship between EI and
work-life balance of foster care workers.

$H_a 2$: There is a statistically significant relationship between EI and work-
life balance of foster care workers.

RQ1 Analysis

Absenteeism was measured as a continuous variable; that is, as the number of
days between January and October, 2015, that a study participant was absent from
work. The scale utilized to measure EI was the ESCI, which had 68 items and 12
competency scales. Principal components analysis (PCA) with varimax rotation
indicated that only 7 factors could be extracted from the ESCI, and the first factor had

far the most predictive value (see Table1 for factors and loadings). These data

supported the use of a regression model.

Table 1

Rotated Component Matrix, ESCI Components

	Rotated Component Matrix[a]						
	Component						
	1	2	3	4	5	6	7
EaSCIS66	.901						
EaSCIS67	.901						
EaSCIS60	.901						
EaSCIS65	.900						
EaSCIS68	.893						
EaSCIS63	.888						
EaSCIS59	.887						
EaSCIS64	.887						
EaSCIS62	.884						
EaSCIS57	.869						
EaSCIS55	.859						
EaSCIS61	.847						
EaSCIS54	.839						
EaSCIS56	.812						
EaSCIS53	.770						
EaSCIS58	.718						
EaSCIS50	.628						
EaSCIS52	.627						
EaSCIS40	.593			.577			
EaSCIS34	.593			.530			
EaSCIS36	.588			.540			
EaSCIS35	.583			.544			
EaSCIS37	.583			.551			
EaSCIS39	.583			.575			
EaSCIS42	.579			.576			
EaSCIS49	.575						
EaSCIS47	.575			.548			
EaSCIS45	.573			.564			
EaSCIS38	.556			.550			
EaSCIS41	.530			.509			
EaSCIS44	.528						
EaSCIS43	.524						
EaSCIS48	.501						
EaSCIS20		.848					
EaSCIS21		.848					
EaSCIS19		.825					
EaSCIS24		.819					
EaSCIS18		.817					
EaSCIS27		.804					
EaSCIS23		.800					
EaSCIS28		.791					
EaSCIS22		.781					
EaSCIS29		.768					
EaSCIS26		.765					

EaSCIS30		.760				
EaSCIS25		.722				
EaSCIS17		.688				
EaSCIS32		.575				
EaSCIS16		.571				
EaSCIS33	.553	.556				
EaSCIS31						
EaSCIS8			.788			
EaSCIS9			.773			
EaSCIS10			.759			
EaSCIS7			.756			
EaSCIS11			.719			
EaSCIS12			.694			
EaSCIS14			.647			
EaSCIS6			.636			
EaSCIS13			.549			
EaSCIS46	.567			.567		
EaSCIS2					.886	
EaSCIS3					.870	
EaSCIS1					.835	
EaSCIS4					.721	
EaSCIS15						-.712
EaSCIS5						-.702
EaSCIS51						-.532

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 8 iterations.

Thus, no effort was made to examine the relationship between different ESCI subscales and the dependent variable of absenteeism. Rather, ESCI scores were regressed on absenteeism in an ordinary least squares model that yielded the results shown in Table 2:

Table 2

OLS Regression Results, ESCI Regressed on Absenteeism

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	ESCI_Total[b]	.	Enter

a. Dependent Variable: Abseentism/How many days missed between Jan & Oct. 2015
b. All requested variables entered.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.114[a]	.013	.008	3.816

a. Predictors: (Constant), ESCI_Total

ANOVA[a]					
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	37.478	1	37.478	2.574	.110[b]
	Residual	2853.840	196	14.560		
	Total	2891.318	197			

a. Dependent Variable: Abseentism/How many days missed between Jan & Oct. 2015
b. Predictors: (Constant), ESCI_Total

Coefficients[a]					
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.104	2.038		4.468	.000
	ESCI_Total	-.011	.007	-.114	-1.604	.110

a. Dependent Variable: Abseentism/How many days missed between Jan & Oct. 2015

There did not appear to be a significant effect of EI on absenteeism, $F(1, 196)$ = 2.574, p = 0.110. The adjusted R^2 of the model was, at 0.008, quite close to 0, indicating a bad fit for the OLS model. A scatterplot was generated in order to study the relationship between these two variables in more detail. The results are presented in Figure 1 below.
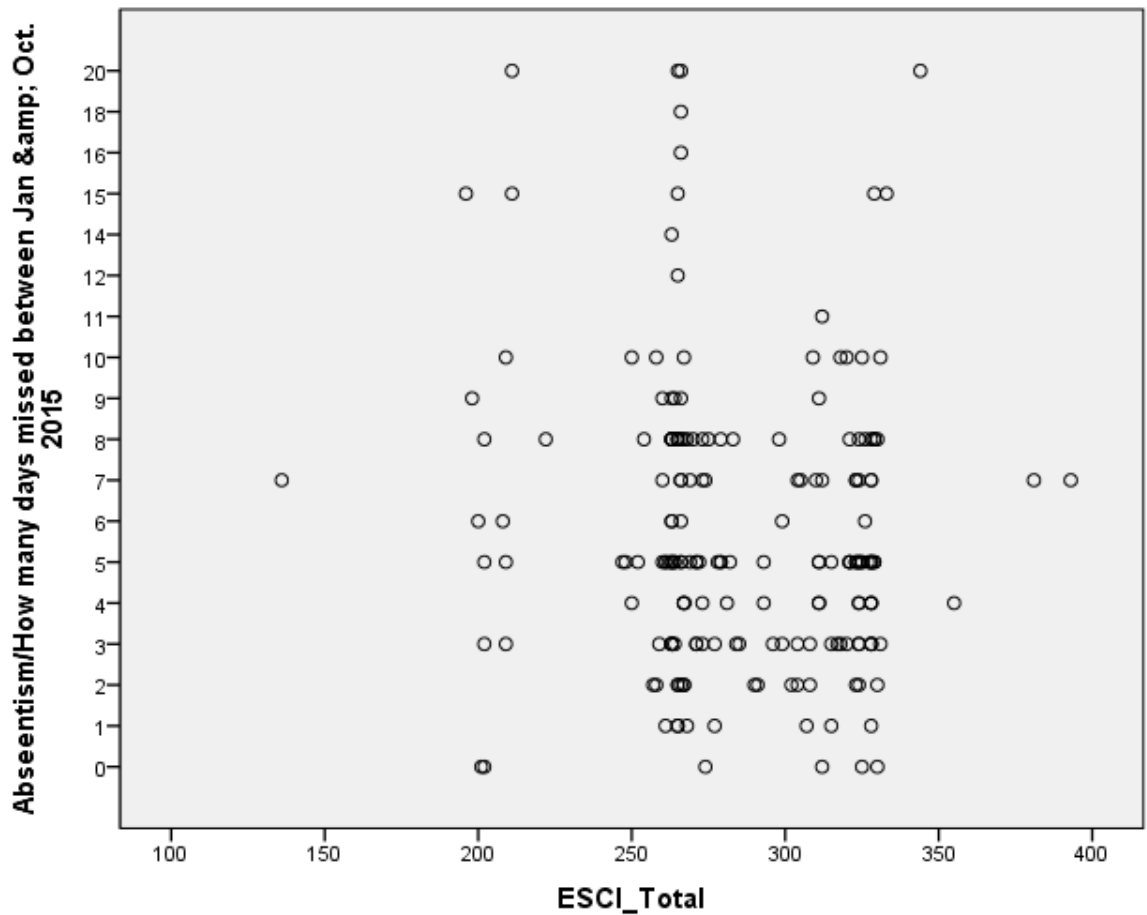
Figure 1. Scatterplot, emotional intelligence and absenteeism.

Had the relationship between EI and absenteeism been significant, the ordinary least squares (OLS) equation governing these variables would have been as follows:

Absenteeism = (Emotional Intelligence) (-0.011) + 9.104

Intuitively, the direction of this relationship made sense, as an increase in EI would have been associated with a decrease in absenteeism. However, as noted above, the OLS was not significant, and there did not appear to be any other obvious fit between the data. Nonetheless, a curve-fitting exercise was employed to rule out the applicability of other regression models.

Because the dependent variable of absenteeism contained no positive values, compound, S, power, growth, exponential, and logistic models could not be calculated for the variable. Only linear, logarithmic, inverse, quadratic, and cubic models could be calculated. None of these models were significant at $p < 0.05$.

- Linear model: $p = 0.110$

- Logarithmic model: $p = 0.091$

- Inverse model: $p = 0.086$

- Quadratic model: $p = 0.145$

- Cubic model: $p = 0.114$

I therefore concluded that there was no significant relationship between EI and absenteeism.

RQ2 Analysis

The work-life balance scale utilized in this study contained several subscales as well as an overall measure, each of which appeared to be plausible candidates for dependent variables on which to regress or otherwise measure the independent variable of EI (calculated as a total score). The subscales in the work-life balance scale were as follows:

- General well-being (GWB) (items #4, 9, 10, 15, 17, 21)

- Home-work interface (HWI) (items #5, 6, 14)

- Job career satisfaction (JCS) (items #1, 3, 8 11, 18, 20)

- Control at work (CAW) (items #2, 12, 23)

- Working conditions (WC) (items #13, 16, 22)

- Stress at work (SAW) (items #7, 19)

- Overall quality of working life (OQWL) (item #24)

Table 2

MANOVA Results, RQ2

Tests of Between-Subjects Effects						
Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	GWB	2651.384[a]	75	35.352	1.928	.001
	HWI	944.352[b]	75	12.591	1.623	.009
	JCS	3919.587[c]	75	52.261	1.878	.001
	CAW	1059.146[d]	75	14.122	1.881	.001
	WC	1026.547[e]	75	13.687	1.721	.004
	SAW	414.548[f]	75	5.527	1.806	.002
	OQWL	122.500[g]	75	1.633	1.740	.003
Intercept	GWB	46880.767	1	46880.767	2556.595	.000
	HWI	12609.985	1	12609.985	1624.993	.000
	JCS	49683.678	1	49683.678	1785.583	.000
	CAW	12086.930	1	12086.930	1609.732	.000
	WC	12666.979	1	12666.979	1592.608	.000
	SAW	5566.304	1	5566.304	1818.997	.000
	OQWL	1447.323	1	1447.323	1542.082	.000
ESCI_Total	GWB	2651.384	75	35.352	1.928	.001
	HWI	944.352	75	12.591	1.623	.009
	JCS	3919.587	75	52.261	1.878	.001
	CAW	1059.146	75	14.122	1.881	.001
	WC	1026.547	75	13.687	1.721	.004
	SAW	414.548	75	5.527	1.806	.002
	OQWL	122.500	75	1.633	1.740	.003
Error	GWB	2273.811	124	18.337		
	HWI	962.243	124	7.760		
	JCS	3450.288	124	27.825		
	CAW	931.074	124	7.509		
	WC	986.248	124	7.954		
	SAW	379.452	124	3.060		
	OQWL	116.380	124	.939		
Total	GWB	92329.000	200			
	HWI	25213.000	200			
	JCS	100035.000	200			
	CAW	24760.000	200			
	WC	25579.000	200			
	SAW	11162.000	200			
	OQWL	2918.000	200			
Corrected Total	GWB	4925.195	199			
	HWI	1906.595	199			
	JCS	7369.875	199			
	CAW	1990.220	199			
	WC	2012.795	199			
	SAW	794.000	199			
	OQWL	238.880	199			

a. R Squared = .538 (Adjusted R Squared = .259)
b. R Squared = .495 (Adjusted R Squared = .190)
c. R Squared = .532 (Adjusted R Squared = .249)
d. R Squared = .532 (Adjusted R Squared = .249)
e. R Squared = .510 (Adjusted R Squared = .214)
f. R Squared = .522 (Adjusted R Squared = .233)
g. R Squared = .513 (Adjusted R Squared = .218)

The first procedure carried out for RQ2 was a multivariate analysis of variance (MANOVA) in which the dependent variables were the subscales and overall measure from the work-life balance scale and in which the independent variable was EI. Note that EI was significantly associated with variation in each of the subscales and the overall measure of work-life balance, at $p < 0.05$ in each case. Formally, these relationships can be described as follows:

- Variation in EI was a significant predictor of variation in general well-being, $F(75) = 1.928$, $p = 0.001$.

- Variation in EI was a significant predictor of variation in home-work interface, $F(75) = 1.623$, $p = 0.009$.

- Variation in EI was a significant predictor of variation in job career satisfaction, $F(75) = 1.878$, $p = 0.001$.

- Variation in EI was a significant predictor of variation in control at work, $F(75) = 1.881$, $p = 0.001$.

- Variation in EI was a significant predictor of variation in working conditions, $F(75) = 1.928$, $p = 0.004$.

- Variation in EI was a significant predictor of variation in stress at work, $F(75) = 1.806$, $p = 0.002$.

- Variation in EI was a significant predictor of variation in overall quality of life, $F(75) = 1.740$, $p = 0.003$.

While useful, these results did not provide an equation for quantifying the relationships between variables. OLS was used for this purpose. The problem of alpha

inflation for the seven OLS regressions was considered resolved by the use of the

earlier MANOVA, which lacked alpha inflation.

- The relationship between emotional intelligence and GWB was significant, $F(1, 198) = 11.183$, $p = 0.001$, $R^2 = 0.053$. The relationship between these variables was as follows: GWB = (Emotional Intelligence)(0.030) + 12.332.

- The relationship between emotional intelligence and HWI was significant, $F(1, 198) = 5.435$, $p = 0.021$, $R^2 = 0.027$. The relationship between these variables was as follows: HWI = (Emotional Intelligence)(0.013) + 7.024.

- The relationship between emotional intelligence and JCS was significant, $F(1, 198) = 6.439$, $p = 0.012$, $R^2 = 0.031$. The relationship between these variables was as follows: JCS = (Emotional Intelligence)(0.028) + 13.476.

- The relationship between emotional intelligence and CAW was significant, $F(1, 198) = 9.585$, $p = 0.002$, $R^2 = 0.031$. The relationship between these variables was as follows: CAW = (Emotional Intelligence)(0.018) + 5.605.

- The relationship between emotional intelligence and WC was significant, $F(1, 198) = 7.874$, $p = 0.006$, $R^2 = 0.038$. The relationship between these variables was as follows: WC = (Emotional Intelligence)(0.016) + 6.220.

- The relationship between emotional intelligence and SAW was significant, $F(1, 198) = 6.526$, $p = 0.011$, $R^2 = 0.032$. The relationship between these variables was as follows: SAW = (Emotional Intelligence) (0.009) + 4.541.

- The relationship between emotional intelligence and OQWL was significant, $F(1, 198) = 4.890$, $p = 0.028$, $R^2 = 0.024$. The relationship between these variables was as follows: OQWL = (Emotional Intelligence)(0.004) + 2.392.

Further Analysis

One question of interest that was not specified in the research questions was whether the relationship between emotional intelligence and absenteeism might have been mediated or moderated through work-life quality. Baron and Kenny recommended (Baron & Kenny, 1986) the following three-step approach for a mediation design, noting that Y = dependent variable, X = independent variable, M = mediating variable. In the context of this study, Y = absenteeism, X = emotional intelligence, and M = quality of work-life balance, as measured by the OQWL variable.

1. Regress X on Y. In this step, the existence of an effect that is mediated is established.
2. Regress X on M. In this step, the effect between the independent variable and the mediator is established.
3. Regress X and M on Y. In this step, X is controlled when testing the effect of M on Y.

The regression of X on Y had already been carried out (see Table 1 above). The regression of X on M had also been carried out in the analysis of RQ2. It remained to regress both emotional intelligence and quality of work-life balance on the dependent variable of absenteeism. These results are presented in Table 3 below.

The results indicate that the quality of work-life balance neither mediated nor moderated the relationship between emotional intelligence and absenteeism. The relationship between emotional intelligence and absenteeism was not significant when emotional intelligence was regressed on absenteeism. The relationship between emotional intelligence and absenteeism (B = -0.010, p = 0.156) remained non-significant when quality of work-life balance was added as a predictor. Thus, work-life balance neither mediated nor moderated the relationship between emotional intelligence and absenteeism.

Table 3

Regression of Emotional Intelligence and Quality of Work-Life Balance on Absenteeism

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	ESCI_Total, OQWL[b]	.	Enter

a. Dependent Variable: Abseentism/How many days missed between Jan & Oct. 2015
b. All requested variables entered.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.135[a]	.018	.008	3.815

a. Predictors: (Constant), ESCI_Total, OQWL

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	52.978	2	26.489	1.820	.165[b]
	Residual	2838.340	195	14.556		
	Total	2891.318	197			

a. Dependent Variable: Abseentism/How many days missed between Jan & Oct. 2015
b. Predictors: (Constant), ESCI_Total, OQWL

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.729	2.125		4.577	.000
	OQWL	-.260	.252	-.074	-1.032	.303
	ESCI_Total	-.010	.007	-.102	-1.424	.156

a. Dependent Variable: Abseentism/How many days missed between Jan & Oct. 2015

Note that the regression of both emotional intelligence and quality of work-life balance on absenteeism was not significant, $F(2, 195) = 1.820$, $p = 0.165$.

Conclusion

The purpose of this chapter was to present the results associated with the study. The results were evaluated accorded to the two research questions of the study. The results have been summarized in the hypothesis testing table that appears in Table 4 below.

Table 4

Hypothesis Testing Table

RQ	Hypotheses	Results
RQ1: Is there a statistically significant relationship between emotional intelligence and absenteeism?	$H1_0$: There is not a statistically significant relationship between emotional intelligence and absenteeism. $H1_A$: There is a statistically significant relationship between emotional intelligence and absenteeism.	Null hypothesis could not be rejected.
RQ2: Is there a statistically significant relationship between emotional intelligence and work-life balance?	$H2_0$: There is not a statistically significant relationship between emotional intelligence and work-life balance. $H2_A$: There is a statistically significant relationship between emotional intelligence and work-life balance.	Null hypothesis was rejected.

For RQ1, results were obtained in the form of an OLS regression that demonstrated that there did not appear to be a significant effect of emotional intelligence on absenteeism, $F(1, 196) = 2.574$, $p = 0.110$, $R^2 = 0.013$.

For RQ2, results were obtained in the form of a MANOVA as well as through OLS. The MANOVA results were as follows. Variation in emotional intelligence was a significant predictor of variation in general well-being, $F(75) = 1.928$, $p = 0.001$. Variation in emotional intelligence was a significant predictor of variation in home-work interface, $F(75) = 1.623$, $p = 0.009$. Variation in emotional intelligence was a

significant predictor of variation in job career satisfaction, $F(75) = 1.878$, $p = 0.001$. Variation in emotional intelligence was a significant predictor of variation in control at work, $F(75) = 1.881$, $p = 0.001$. Variation in emotional intelligence was a significant predictor of variation in working conditions, $F(75) = 1.928$, $p = 0.004$. Variation in emotional intelligence was a significant predictor of variation in stress at work, $F(75) = 1.806$, $p = 0.002$. Variation in emotional intelligence was a significant predictor of variation in overall quality of life, $F(75) = 1.740$, $p = 0.003$.

RQ2's OLS results were as follows: The relationship between emotional intelligence and GWB was significant, $F(1, 198) = 11.183$, $p = 0.001$, $R^2 = 0.053$. The relationship between these variables was as follows: GWB = (Emotional Intelligence)(0.030) + 12.332. The relationship between emotional intelligence and HWI was significant, $F(1, 198) = 5.435$, $p = 0.021$, $R^2 = 0.027$. The relationship between these variables was as follows: HWI = (Emotional Intelligence)(0.013) + 7.024. The relationship between emotional intelligence and JCS was significant, $F(1, 198) = 6.439$, $p = 0.012$, $R^2 = 0.031$. The relationship between these variables was as follows: JCS = (Emotional Intelligence)(0.028) + 13.476. The relationship between emotional intelligence and CAW was significant, $F(1, 198) = 9.585$, $p = 0.002$, $R^2 = 0.031$. The relationship between these variables was as follows: CAW = (Emotional Intelligence)(0.018) + 5.605. The relationship between emotional intelligence and WC was significant, $F(1, 198) = 7.874$, $p = 0.006$, $R^2 = 0.038$. The relationship between these variables was as follows: WC = (Emotional Intelligence)(0.016) + 6.220. The relationship between emotional intelligence and SAW was significant, $F(1, 198) = 6.526$, $p = 0.011$, $R^2 = 0.032$. The relationship between these variables was as follows: SAW = (Emotional Intelligence)(0.009) + 4.541. The relationship between emotional

intelligence and OQWL was significant, $F(1, 198) = 4.890$, $p = 0.028$, $R^2 = 0.024$. The relationship between these variables was as follows: OQWL = (Emotional Intelligence)(0.004) + 2.392.

Overall, the results suggest a systematic relationship between emotional intelligence and improved work-life balance in every sub-scale and overall as well. However, it should be noted that the relevant coefficients of determination in the OLS regressions were, without exception, less than 0.04. Thus, variation in emotional intelligence did not predict any more than 4% of the variation in any measure of the quality of work-life balance, indicating a very weak relationship between the variables. As such, the nature of the relationship between emotional intelligence and work-life balance should not be overstated. Some possible reasons for the research findings were explored and discussed in Chapter 5, which also includes recommendations for future study and business practice based on the findings obtained in Chapter 4. The limitations of the statistical analyses utilized in Chapter has also been discussed at greater length in Chapter 5.

Chapter 5. Conclusion

Introduction

The purpose of this quantitative study was to examine the relationship between (a) emotional intelligence and absenteeism with foster care workers, and (b) emotional intelligence and work-life balance with foster care workers. These relationships were examined by means of the following research questions:

RQ1: Is there a statistically significant relationship between emotional intelligence and absenteeism with foster care workers?

RQ2: Is there a statistically significant relationship between emotional intelligence and work-life balance with foster care workers?

The concluding chapter of the dissertation contains an interpretation of the findings, an acknowledgement of the limitations of the study, and recommendations for both business practice and future academic scholarship.

Interpretation of the Findings

The findings of the study fall under 2 major headings: Interpretations of RQ1 findings and interpretations of RQ2 findings. Each of these sets of interpretations has been provided in a section of its own.

Interpretation of RQ1 Findings

The first research question of the study was as follows: Is there a statistically significant relationship between EI and absenteeism with foster care workers? This research question was answered through the use of an OLS regression model that revealed an insignificant effect of EI on absenteeism, $F(1, 196) = 2.574$, $p = 0.110$. The adjusted R^2 of the model was, at 0.008, quite close to 0, indicating a bad fit for the OLS model. In addition, the Breusch-Pagan / Cook-Weisberg test for

heteroscedasticity was violated, $\chi^2 = 4.56$, $p = 0.0327$, providing further evidence that the data were not a good fit for OLS. Finally, in a robustness check, curve-fitting revealed that the relationship between EI and absenteeism could not be modeled through logarithmic, inverse, quadratic, or cubic regression models. It was therefore concluded that there is no significant relationship between emotional intelligence and absenteeism.

The results of statistical testing for the first research question of study strongly suggest that the reasons for absenteeism are independent of emotional intelligence. Quantitative data analysis of the kind utilized in the current study cannot disclose how and why these two variables might be independent; the reasons for the independence of these variables can be sought in theory as well as in qualitative studies of both emotional intelligence and absenteeism.

First, theories of absenteeism recognize and differentiate between voluntary and involuntary absenteeism (Taunton, Kleinbeck, Stafford, Woods, & Bott, 1994). Voluntary absenteeism takes place when an employee is able to work but chooses not to, perhaps for reasons of demoralization or demotivation (Benson & Dundis, 2003; Fu, Richards, & Jones, 2009; Zhang & Bartol, 2010). On the other hand, involuntary absenteeism can be the result of sickness (Balfe et al., 2013; Colagiuri, 2010; Lin et al., 2004), burnout (Adriaenssens, De Gucht, & Maes, 2015; Allen, Holland, & Reynolds, 2015; Boamah & Laschinger, 2015; Brunetto & Teo, 2013; Canadas-De la Fuente et al., 2015; Cao, Chen, Tian, & Diao, 2016; Chin, Guo, Hung, Yang, & Shiao, 2015; Hunsaker, Chen, Maughan, & Heaston, 2015; Jesse, Abouljoud, Hogan, & Eshelman, 2015; Kim, Ji, & Kao, 2011; Klassen & Chiu, 2011; Klopper, Coetzee, Pretorius, & Bester, 2012; Laschinger & Grau, 2012; Laschinger & Leiter, 2006;

Laschinger, Wong, & Grau, 2012; Lewis, Baernholdt, Yan, & Guterbock, 2015;

Maslach, Jackson, & Leiter, 1986; Mathew, Ram, Bhattacharjee, & Sharma, 2013), or

other factors that are not within the conscious control of the employee.

One of the limitations of the study was that absenteeism was not differentiated

by voluntariness. It is therefore possible that the lack of significance in the OLS

regression test for RQ1 (and in the alternate regressions conducted as part of the

robustness check) is not highly informative. If, for example, it really was the case that

emotional intelligence predicted a lower level of voluntary absenteeism, then the

significance of this result could easily have been lost in a regression model in which

all absenteeism was treated as falling under the same category. Accordingly, the

results for RQ1 should not be over interpreted. Because of the failure to differentiate

between voluntary and involuntary absenteeism, these results do not necessarily speak

to the relationship of true interest, which is the relationship between emotional

intelligence and voluntary absenteeism.

Interpretation of RQ2 Findings

The second research question of the study was as follows: Is there a

statistically significant relationship between EI and work-life balance with foster care

workers? This research question was, for hypothesis testing purposes, answered

through a MANOVA, and an OLS regression model was utilized to more precisely

quantify the relationship between emotional intelligence and work-life balance. The

analysis of RQ2—and, consequently, the interpretation of findings associated with

it—was rendered more complicated by the fact that, unlike absenteeism, the dependent

variable of work-life balance consisted of several sub measures.

The findings for RQ2 were interpreted on the basis of the OLS results, because these results indicate not only the statistical significance of the relationship between EI and different kinds of work-life balance but also the direction of these relationships as indicated through the Beta coefficient values in the regression. A possible interpretation was presented for each of the significant OLS regression tests.

First, it was found that the relationship between emotional intelligence and general well-being (GWB) was significant, $F(1, 198) = 11.183$, $p = 0.001$, $R^2 = 0.053$. The relationship between these variables was as follows: GWB = (Emotional Intelligence)(0.030) + 12.332. This finding can be interpreted as suggesting that EI and general well-being are positively correlated, although it is not clear whether this positive correlation reflects a causal effect of GWB on EI or vice-versa, or whether some third variable accounts for both GWB and EI in employees. What is particularly interesting about the result of this regression is the suggestion that EI and both psychological and physical health (which are the two core components of GWB) are somehow intertwined. EI appears to be part of a larger matrix of physical and psychological health.

Second, it was found that the relationship between EI and home-work interface (HWI) was significant, $F(1, 198) = 5.435$, $p = 0.021$, $R^2 = 0.027$. The relationship between these variables was as follows: HWI = (Emotional Intelligence)(0.013) + 7.024. This finding can be interpreted as suggesting that EI and HWI are positively correlated, although it is not clear whether this positive correlation reflects a causal effect of HWI on EI or vice-versa, or whether some third variable accounts for both HWI and EI in employees. One possible interpretation of this finding is that people that have EI are able to better manage and appreciate aspects of HWI; an alternate

explanation would be that employees with higher EI are more valuable to organizations and therefore would receive preferential treatment in terms of organizational assistance with HWI.

Third, it was found that the relationship between EI and job and career satisfaction (JCS) was significant, $F(1, 198) = 6.439$, $p = 0.012$, $R^2 = 0.031$. The relationship between these variables was as follows: JCS = (Emotional Intelligence)(0.028) + 13.476. This finding can be interpreted as suggesting that EI and JCS are positively correlated, although it is not clear whether this positive correlation reflects a causal effect of JCS on EI or vice-versa, or whether some third variable accounts for both JCS and EI in employees. One possible interpretation of this finding is that emotionally intelligent people are able to derive more satisfaction from their careers, perhaps because of their greater ease in forming and benefiting from meaningful relationships. However, it could also be the case that higher levels of job and career satisfaction lead to greater levels of EI.

Fourth, it was found that the relationship between EI and control at work (CAW) was significant, $F(1, 198) = 9.585$, $p = 0.002$, $R^2 = 0.031$. The relationship between these variables was as follows: CAW = (Emotional Intelligence)(0.018) + 5.605. This finding can be interpreted as suggesting that EI and CAW are positively correlated, although it is not clear whether this positive correlation reflects a causal effect of CAW on EI or vice-versa, or whether some third variable accounts for both CAW and EI in employees. One possible interpretation of this finding is that emotionally intelligent people are able to leverage their emotional skills to obtain higher levels of control at work; however, it could also be that emotionally intelligent

people perceive having control whereas less emotionally intelligent are more sensitive to the perception that they lack control.

Fifth, it was found that the relationship between EI and working conditions (WC) was significant, $F(1, 198) = 7.874$, $p = 0.006$, $R^2 = 0.038$. The relationship between these variables was as follows: WC = (Emotional Intelligence)(0.016) + 6.220. This finding can be interpreted as suggesting that EI and WC are positively correlated, although it is not clear whether this positive correlation reflects a causal effect of WC on EI or vice-versa, or whether some third variable accounts for both WC and EI in employees. One possible interpretation of this finding is that emotionally intelligent people can improve their working conditions because of their interpersonal skills.

Sixth, it was found that the relationship between EI and stress at work (SAW) was significant, $F(1, 198) = 6.526$, $p = 0.011$, $R^2 = 0.032$. The relationship between these variables was as follows: SAW = (Emotional Intelligence)(0.009) + 4.541. This finding can be interpreted as suggesting that EI and SAW are positively correlated, although it is not clear whether this positive correlation reflects a causal effect of SAW on EI or vice-versa, or whether some third variable accounts for both SAW and EI in employees. One possible interpretation of this finding is that, despite receiving the same amount of stress as employees with lower EI, employees with higher EI are able to better manage their stress.

Seventh, it was found that the relationship between EI and overall quality of work (OQWL) was significant, $F(1, 198) = 4.890$, $p = 0.028$, $R^2 = 0.024$. The relationship between these variables was as follows: OQWL = (Emotional Intelligence)(0.004) + 2.392. Although this regression was statistically significant, the

effect size was very small; only 2,4% of the variation in overall quality of work can be explained by variation in EI. Thus, based not only on the analysis for OQWL but also for the other constructs of work-life balance, it seems that the significance of the relationships between EI and work-life balance is not practically meaningful. The effect sizes are too small to reach the conclusion that EI is a major contributor to work-life balance.

According to the empirical literature (Brooks & Anderson, 2005; Hart, Wearing, & Headey, 1994; Holden et al., 2011; Yeo & Li, 2011), people with higher levels of EI are likely to negotiate better working conditions, form better working relationships, and manage emotions related to work. One of the contributions of the current study was to quantify the contribution of EI to various aspects of work-life balance. However, as discussed below, there are several ways in which the quality of the study's findings could have been improved.

Limitations of the Study

The study had numerous limitations. Some of these limitations can conceivably be corrected by future researchers, but other limitations appear to be structural in nature. One important limitations discussed as part of the interpretation of the findings associated with the first research question of the study was that of failure to differentiate between kinds of absenteeism. In the current study, absenteeism was treated as a monolithic dependent variable; there was no ability to differentiate between absenteeism that was related to sickness and other conditions beyond the conscious control of the employee and absenteeism that reflected demotivation or demoralization. As mentioned earlier in Chapter 5, the empirical literature (Adriaenssens et al., 2015; Allen et al., 2015; Boamah & Laschinger, 2015; Brunetto

& Teo, 2013; Canadas-De la Fuente et al., 2015; Cao et al., 2016; Chin et al., 2015;

Hunsaker et al., 2015; Jesse et al., 2015; Kim et al., 2011; Klassen & Chiu, 2011;

Klopper et al., 2012; Laschinger & Grau, 2012; Laschinger & Leiter, 2006;

Laschinger et al., 2012; Lewis et al., 2015; Maslach et al., 1986; Mathew et al., 2013)

recognizes substantial differences between these 2 kinds of absenteeism. Had

absenteeism been divided into voluntary versus involuntary categories, it is possible

that the statistical tests of the study might have yielded richer insights. Given the way

in which absenteeism was coded—that is, without regard to its voluntariness—the

study's results lack conclusion validity in that they do not address the relationship

between emotional intelligence and voluntary absenteeism, which, rather than

absenteeism in general, should have been the construct of interest in the study.

Another limitation of the study is the assumption, which existed for both RQ1

and RQ2, that an OLS model is the appropriate means of discovering relationships

between the independent variables and dependent variables of the study. In RQ1, this

limitation was, at least to some degree, addressed by utilizing non-linear regression

models as part of robustness testing. Still, both the OLS models and the alternative

models utilized in the study suffered from the same potential flaw, which was the

failure to be able to identify a relationship between categories of emotional

intelligence and categories of absence. Assume, for example, that there is a tendency

for people above a certain level of emotional intelligence to minimize absenteeism. If

this kind of hypothesis is correct, then an independent samples t test or χ^2 approach

could be better suited than a regression model to identifying this relationship. The

same point can be made with respect to RQ2; in the MANOVAs conducted for RQ2,

the assumption was that 1-unit changes in emotional intelligence would have a

measurable impact on different aspects of work-life balance. If there was a threshold value of emotional intelligence after which effects on work-life became apparent, then, once again, an independent samples t test or χ^2 approach could be better suited than a regression model to identifying this relationship.

Implications for Social Change

The focus of this research study is on the existence of the possibility of emotional intelligence playing a role in a child service worker's ability to balance their daily work duties along with family life. The possible social change implications of the study would involve organizations increased consistent assessments of employees and the effects emotional intelligence has on the job functions of foster care workers. The results of ongoing assessments were set to assist child service workers with understanding how to set limits at work and home in order to be effective with both aspects of their lives. One main goal of the research is assist in reducing stress at work in order to improve working conditions, reduce high turnover rate and improve the quality of care for the families and children involved with child welfare

This study anticipates creating a positive outlook for social service departments and the community. Additionally the study plans to prepare the way to lessen financial certain financial and administrative burdens, due to tragedy that occurs at the hand of stressed out workers. Additionally to create a mechanism for employers to understand their workplace emotional weaknesses and strengths and to set standards for creating limits, boundaries for workers when they feel overworked and burdened. The study could pave the way for the development of ways to create various training programs to create a match between emotional intelligence and personalities suitable for handling specific tasks related to child welfare work.

Although this study by itself, may not have an obvious positive social change implication. The study may open the door for further study and exploration of the topic that can lead to direct social change for the community

Recommendations

Based on the identified limitations of the study, there are several recommendations that can be made for both business practice and future academic research. One recommendation for business practice is to measure the emotional intelligence of employees. In this study, emotional intelligence was treated as an independent variable to be used for the prediction of 2 dependent variables. However, businesses can use measurements of emotional intelligence in many psychometric contexts. Unfortunately, the limitations of the current study precluded the specification of strong recommendations for business; however, given the likely relationship between emotional intelligence and many other kinds of performance, it would be useful for businesses to have emotional intelligence data that can be part of many different kinds of analysis.

One recommendation that can be made to future researchers interested in the relationship between emotional intelligence and absenteeism is to divide absenteeism into voluntary and involuntary categories. It is theoretically plausible that there could be a negative correlation between emotional intelligence and voluntary absenteeism. This kind of relationship cannot be empirically detected if voluntary absenteeism is not categorized in a manner distinct from involuntary absenteeism. Admittedly, measures of voluntary absenteeism could be unreliable, as employees might not be willing to disclose voluntary absenteeism. This kind of limitation can be overcome

through the administration of an anonymous online survey, which might be perceived

as a safer venue for employees to disclose the true reasons for absenteeism.

Another recommendation based on the identified limitations of the current

study is to employ categorical forms of analysis such as independent samples t tests or

χ^2 tests in order to measure the relationship between emotional intelligence and other

variables. Regression models are designed to measure changes in the dependent

variable that are based on n-unit changes in the independent variable. In theory,

certain forms of regression, such as quantile regression, might succeed in identifying

relationships between a threshold level of the independent variable and the dependent

variable, but a much easier approach is to use categorical forms of analysis such as

independent samples t tests or χ^2 tests.

One risk of this categorical approach to analysis is choosing an arbitrary cutoff

point for emotional intelligence. One means of addressing this concern in future

research is to identify the mean and standard deviation for emotional intelligence;

then, in successive independent samples t tests, the cut-off points could be (a) mean,

(b) one standard deviation above the mean, and (c) two standard deviations above the

mean. Experimenting with multiple cut-point values is a built-in robustness test as

well as being a viable means of finding an actual threshold in emotional intelligence

beyond which there might be an effect on absenteeism.

One drawback of drawing upon independent samples t tests or or χ^2 tests in

order to measure the relationship between emotional intelligence and other variables is

the inability to control for the effect of covariates. If covariates are to be employed,

then regression, ANCOVA, and MANCOVA are more obvious models. If ANCOVA

or MANCOVA models are attempted, the independent variable of emotional

intelligence can, in the manner described above, be recoded to reflect cut-points in the data (such as one standard deviation below the mean or below, mean to one standard deviation below the mean, and mean to one standard deviation above the mean). Using this approach in an ANCOVA or MANCOVA model can address the problem of regression (which is the inability to identify a single cut-point value beyond which emotional intelligence might have a significant effect on a dependent variable such as absenteeism) while addressing the inability of independent samples t tests or χ^2 tests to accommodate covariates.

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Appendix A

Emotional and Social Competence Inventory- Self Version 3
(ESC!3.0)

Rating Booklet
(Research Version 3.0)

Instructions

The following statements reflect work-related behaviors and relationships. Think about the interactions you've had with your co-workers (particularly those that you nominated to rate you) over the last several months and use the scale below to indicate how frequently you've shown each behavior listed below.

It should take you less than 20 minutes to complete this questionnaire. Each item in the questionnaire describes a work-related behavior. Think about how you've behaved over the previous several months. Then, use the scale below to indicate how frequently you have exhibited each behavior.

An example survey item:

	... Please carefully respond to each survey item below. You:						
27	Understand social networks	O	O	O	O	O	O

In the above example, fill in the circle that best indicates how frequently you exhibited this behavior. For example, if you never carefully listen to others when they are speaking then fill in, "Never." If you infrequently listen carefully to others, then fill in, "Rarely." If you listen carefully to others about half of the time, then fill in "Sometimes! 'If you listen carefully most of the time, then fill in "Often" and if you listen carefully very frequently (i.e., all the time or nearly all the time) and consistently, then fill in, "Consistently."

Please try to respond to all of the items. If for some reason an item does not apply to you or you have not had an opportunity to exhibit any particular behavior then choose, "Don't know."

Thank you for your participation.

No.	Please carefully respond to each survey item below. You:	N	1	Some	O	Con	c:
1	Anticipate how others will respond when trying to convince them	O	O	O	O	O	O
2	Work well in teams by encouraging cooperation	O	O	O	O	O	O
3	Convince others by developing behind the scenes support	O	O	O	O	O	O
4	Initiate actions to improve own performance	O	O	O	O	O	O
5	Do not cooperate with others	O	O	O	O	O	O
6	Coach and mentor others	O	O	O	O	O	O
7	Lose composure when under stress	O	O	O	O	O	O
8	See possibilities more than problems	O	O	O	O	O	O
9	Show awareness of own feelings	O	O	O	O	O	O
10	Remain calm in stressful situations	O	O	O	O	O	O
11	Understand the informal processes by which work gets done in the team or organization	O	O	O	O	O	O
12	Understand the team's or organization's unspoken rules	O	O	O	O	O	O
13	Convince others by getting support from key people	O	O	O	O	O	O
14	Adapt to shifting priorities and rapid change	O	O	O	O	O	O
15	Do not try to improve	O	O	O	O	O	O
16	Convince others through discussion	O	O	O	O	O	O
17	Are able to describe how own feelings affect own actions	O	O	O	O	O	O
18	Seek to improve own self by setting measurable and challenging goals	O	O	O	O	O	O
19	Seek ways to do things better	O	O	O	O	O	O
20	Understand the values and culture of the team or organization	O	O	O	O	O	O
21	See the positive in people, situations, and events more than the negative	O	O	O	O	O	O
22	Convince others by appealing to their self-interest	O	O	O	O	O	O
23	View the future with hope	O	O	O	O	O	O
24	Adapt by applying standard procedures flexibly	O	O	O	O	O	O
25	Understand others' perspectives when they are different from own perspective	O	O	O	O	O	O
26	Remain composed, even in trying moments	O	O	O	O	O	O
27	Understand social networks	O	O	O	O	O	O
28	Understand others by listening attentively	O	O	O	O	O	O
29	Acknowledge own strengths and weaknesses	O	O	O	O	O	O
30	Do not spend time developing others	O	O	O	O	O	O
31	Do not Inspire followers	O	O	O	O	O	O
32	See opportunities more than threats	O	O	O	O	O	O

	Please carefully respond to each survey item below. You:						
33	Work well in teams by being supportive	O	O	O	O	O	O
34	Provide on-going mentoring or coaching	O	O	O	O	O	O
35	See the positive side of a difficult situation	O	O	O	O	O	O
36	Try to resolve conflict instead of allowing it to fester	O	O	O	O	O	O
37	Personally invest time and effort in developing others	O	O	O	O	O	O
38	Care about others and their development	O	O	O	O	O	O
39	Work within teams by soliciting others' input	O	O	O	O	O	O
40	Control impulses appropriately in situations	O	O	O	O	Q	O
41	Act appropriately even in emotionally charged situations	O	O	O	O	O	O
42	Are aware of the connection between what is happening and own feelings	O	O	O	O	O	O
43	Do not strive to improve own performance	O	O	O	O	O	O
44	Have difficulty adapting to uncertain and changing conditions	O	O	O	O	O	O
45	Believe the future will be better than the past	O	O	O	O	O	O
46	Resolve conflict by bringing it into the open	O	O	O	O	O	O
47	Lead by inspiring people	O	O	O	O	O	O
48	Adapt by smoothly juggling multiple demands	O	O	O	O	O	O
49	Do not understand the subtle feelings of others	O	O	O	O	O	O
50	Understand another person's motivation	O	O	O	O	O	O
51	Allow conflict to fester	O	O	O	O	O	O
52	Understand the informal structure in the team or organization	O	O	O	O	O	O
53	Adapt overall strategy and goals ,or projects to fit the situation	O	O	O	O	O	O
54	Resolve conflict by de-escalating the emotions in a situation	O	O	O	O	O	O
55	Describe underlying reasons for own feelings	O	O	O	O	O	O
56	Work well in teams by encouraging participation of everyone present	O	O	O	O	O	O
57	Lead by articulating a compelling vision	O	O	O	O	O	O
58	Do not describe own feelings	O	O	O	O	O	O
59	Try to resolve conflict by openly talking about disagreements with those involved	O	O	O	O	O	O
60	Understand others by putting self into others' shoes	O	O	O	O	O	O
61	Work well in teams by being respectful of others	O	O	O	O	O	O
62	Provide feedback others find helpful for their development	O	O	O	O	O	O
63	Lead by building pride In the group	O	O	O	O	O	O
64	Get Impatient or show frustration inappropriately	O	O	O	O	O	O

Please carefully respond to each survey item below. You:		Never	Almost Never	Sometimes	Often	Almost Always	Always
65	Adapt overall strategy, goals, or projects to cope with unexpected events	O	O	O	O	O	O
66	Strive to improve own performance	O	O	O	O	O	O
67	Lead by bringing out the best in people	O	O	O	O	O	O
68	Convince others by using multiple strategies	O	O	O	O	O	O

Appendix B

Work-Related Quality of Life Scale

STRICTLY CONFIDENTIAL

Your response is very important to us! Please note that no one from your organisation will see your questionnaire. A summary may be provided to your employer but no information will be released that might identify any individual. Please do not take too long over each question; we want your first reaction not a long drawn out thought process. Please do not omit any questions. This isn't a test, simply a measure of your attitudes to the factors that influence your experience at work.

Please indicate your answers by filling in the circles like this: ●, *if you make a mistake do this:* ✖

	To what extent do you agree with the following? *Please fill in the appropriate circle.*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I have a clear set of goals and aims to enable me to do my job	O	O	O	O	O
2.	I feel able to voice opinions and influence changes in my area of work	O	O	O	O	O
3.	I have the opportunity to use my abilities at work	O	O	O	O	O
4.	I feel well at the moment	O	O	O	O	O
5.	My employer provides adequate facilities and flexibility for me to fit work in around my family life	O	O	O	O	O
6.	My current working hours / patterns suit my personal circumstances	O	O	O	O	O
7.	I often feel under pressure at work	O	O	O	O	O
8.	When I have done a good job it is acknowledged by my line manager	O	O	O	O	O
9.	Recently, I have been feeling unhappy and depressed	O	O	O	O	O
10.	I am satisfied with my life	O	O	O	O	O
11.	I am encouraged to develop new skills	O	O	O	O	O
12.	I am involved in decisions that affect <u>me</u> in my own area of work	O	O	O	O	O
13.	My employer provides me with what I need to do my job effectively	O	O	O	O	O
14.	My line manager actively promotes flexible working hours / patterns	O	O	O	O	O
15.	In most ways my life is close to ideal	O	O	O	O	O
16.	I work in a safe environment	O	O	O	O	O
17.	Generally things work out well for me	O	O	O	O	O
18.	I am satisfied with the career opportunities available for me here	O	O	O	O	O
19.	I often feel excessive levels of stress at work	O	O	O	O	O
20.	I am satisfied with the training I receive in order to perform my present job	O	O	O	O	O
21.	Recently, I have been feeling reasonably happy all things considered	O	O	O	O	O
22.	The working conditions are satisfactory	O	O	O	O	O
23.	I am involved in decisions that affect members of the public in my own area of work	O	O	O	O	O
24.	I am satisfied with the overall quality of my working life	O	O	O	O	O