



THE MEDIATING ROLES OF CULTURAL INTELLIGENCE AND SOCIAL SKILLS ON THE RELATIONSHIP BETWEEN CHARISMATIC LEADERSHIP OF SCHOOL HEADS AND TEACHER EFFICACY AMONG PUBLIC ELEMENTARY SCHOOLS

Jingky E. Zamora¹ⁱ,

Lyndon A. Quines²

¹Master of Arts in Education,
Teaching in Elementary Education,
University of Mindanao,
Davao City, Philippines

Teacher III,
Darapuay Elementary School,
Darapuay, Bansalan,
Davao del Sur, Philippines

²University Professor, EdD,
University of Mindanao,
Davao City, Philippines

Abstract:

The main purpose of the study is to determine the significance of the mediating roles of cultural intelligence and social skills in the relationship between the charismatic leadership of school heads and teacher efficacy among public elementary school teachers. Using a correlational technique and a quantitative, non-experimental, mediation research design, data were obtained from 335 public elementary school teachers working in 4 cluster areas under the Division of Davao del Sur, specifically the big schools under Cluster 1, Cluster 2, Cluster 3, and Cluster 4. The researcher used a cluster sampling technique, and the statistical tools were the mean, Pearson *r*, and path analysis. The study found very high levels of teacher efficacy, cultural intelligence, and social skills, while the charismatic leadership of school heads was also high. Moreover, there are significant relationships between charismatic leadership of school heads and cultural intelligence, cultural intelligence and teacher efficacy, charismatic leadership of school heads and social skills, social skills and teacher efficacy, and charismatic leadership of school heads and teacher efficacy. Furthermore, cultural intelligence and social skills have a significant combined full mediation on the relationship between charismatic leadership of school heads and teacher efficacy. The results of the study contribute to the existing body of knowledge on charismatic leadership, teacher efficacy, cultural intelligence, and social

ⁱ Correspondence: email j.zamora.551463@umindanao.edu.ph

skills. This implies that cultural intelligence and social skills have mediating roles in the relationship between charismatic leadership and teacher efficacy.

SDG #4: Quality Education

Keywords: education, charismatic leadership, teacher efficacy, cultural intelligence, social skills, correlation, teachers, Philippines

1. Introduction

Teacher efficacy remains a critical concern in public elementary education because teachers are expected to manage diverse learners, implement curriculum reforms, respond to cultural differences, and sustain instructional quality despite limited resources. When teachers doubt their instructional capability, classroom management, student engagement, and professional well-being may be affected. According to Thornberg *et al.* (2023), low teacher efficacy leads to maladaptive coping strategies that put teachers at risk of developing professional inadequacy. Sources of poor teacher efficacy include student misbehavior, aggression, and challenging behavior, as well as discipline and classroom management issues. Similarly, a negative teacher efficacy results in teachers having a state of anxiety. Low teacher efficacy leads to teachers lacking sufficient knowledge and being unable to meet course objectives because they cannot work efficiently. Moreover, low teacher efficacy leads to turnover intentions and negative self-efficacy beliefs. Low teacher efficacy could lead to teacher stress, exhaustion, and poor well-being (Rokala *et al.*, 2023). Further, low teacher efficacy hinders teacher effectiveness (Tran, 2023).

Teacher efficacy is significant, as it helps foster a sense of peace amid daily tasks. Teachers with high teacher efficacy experience higher job satisfaction, lower stress, and face fewer problems regarding student misbehavior. Teacher efficacy also results in teaching effectiveness, instructional practices, and student achievement (Arifin *et al.*, 2020). Further, teachers with positive teacher efficacy provide opportunities for student communication, such as dividing the class into groups, enabling more personalized instruction. Teacher efficacy also improves teacher retention and reduces attrition (Oliveira *et al.*, 2021).

Additionally, there is a relationship between social skills and charismatic leadership. In another study by Biswas and Rahman (2021), a notable relationship is observed between social skills and charismatic leadership. The results indicate that top management in any organization should prioritize enhancing their officials' social skills at the administrative level. Similarly, Hazzam and Wilkins (2023) found that teacher efficacy and charismatic leadership significantly improve engagement. Teacher and student characteristics are important for effective interaction and outcomes in lessons.

Moreover, charismatic leadership is related to cultural intelligence. Charismatic leaders influence cultural intelligence and innovation. The character traits of charismatic leaders impact cultural intelligence and innovation. Additionally, a similar study by Nosratabadi *et al.* (2020) found that cultural intelligence positively affects charismatic leadership. Schools should invest in enhancing cultural intelligence and charismatic leadership to improve performance across diverse environments and to create appropriate organizational structures for development.

In addition, charismatic leadership is related to social skills. A similar study by Wan (2023) found that charismatic leadership positively impacts social skills, group efficacy, and group performance. Social skills and their link to charismatic leadership also impact creativity. In a previous study by Riggio (2024), social skills were found to improve charismatic leadership. This can be enhanced by honing observational skills, particularly by paying closer attention to social cues that reveal insights about others.

Similar studies also found a link between charismatic leadership and teacher efficacy. In another study by Hazzam and Wilkins (2023), charismatic leadership influences teacher efficacy by recognizing abilities and communicating clear learning objectives. Teacher efficacy interacts with charismatic leadership and influences engagement. In a related study by Supriadi and Suryana (2021), teacher efficacy strengthens charismatic leadership, which in turn can increase colleagues' confidence. Charismatic leaders with high efficacy can be effective problem solvers who can become better communicators, coaches, and guides for teachers.

Also, related studies have found a significant relationship between teacher efficacy and cultural intelligence. Teacher efficacy positively influences cultural intelligence. A high level of goal orientation can enhance the link between teacher efficacy and cultural intelligence. Similarly, the results of the study by Tenn *et al.* (2023) highlighted that cultural intelligence is linked with teacher efficacy, as it can inform faculty development strategies and curriculum improvements. Cultural intelligence is an important step toward developing interventions that improve teaching practice.

Further, other studies identified a relationship between teacher efficacy and social skills. In another study by Hu *et al.* (2021), a link was found between teacher efficacy and social skills. Teacher classroom organization also mediates the relationship between teacher efficacy and social skills. Also, the results of a recent study by Serqueira *et al.* (2022) indicated that social skills are positively associated with teacher efficacy. Promoting teachers' social skills yields positive results in teachers' interpersonal development.

Although previous studies examined these variables separately, limited evidence explains how cultural intelligence and social skills simultaneously mediate the relationship between charismatic leadership and teacher efficacy among public elementary teachers in Davao del Sur. In a related study by Biswas and Rahman (2021), future research should consider a larger sample size and include moderating variables to test the relationship between charismatic leadership and teacher efficacy. Moreover, a

study by Hazzam and Wilkins (2023) recommended that future research consider the impact of the lecturer's charismatic leadership on teacher efficacy. The researcher aims to explore the mediating roles of cultural intelligence and social skills in the relationship between charismatic leadership and teacher efficacy. Additionally, this study seeks to raise awareness among the intended beneficiaries and inform action plans to enhance charismatic leadership, teacher efficacy, cultural intelligence, and social skills, highlighting the importance of conducting this research.

The main thrust of the study was to determine the mediating roles of cultural intelligence and social skills in the relationship between charismatic leadership and teacher efficacy. Specifically, it sought answers to the following objectives. First, to determine the level of charismatic leadership in terms of strategic vision and articulation, personal risk, sensitivity to the environment, sensitivity to member needs, and unconventional behavior. Second, to assess the level of teacher efficacy in terms of mastery experience, vicarious experience, social persuasion, and psychological arousal. Third, to describe the level of cultural intelligence. Fourth, to determine the level of social skills. Fifth, to find out the significance of the relationship between charismatic leadership and teacher efficacy, charismatic leadership and cultural intelligence, cultural intelligence and teacher efficacy, charismatic leadership and social skills, and social skills and teacher efficacy. Sixth, to determine the significance of the mediating roles of cultural intelligence and social skills in the relationship between charismatic leadership and teacher efficacy.

2. Literature Review

There are related studies that support the study on cultural intelligence, social skills, charismatic leadership, and teacher efficacy. Charismatic leaders set high-performance goals. Through this, the charismatic leader motivates teachers to be innovative and creative. Charismatic leaders inspire their teachers to deepen their understanding of goals and recognize the significance of their work by cultivating a compelling vision and performance. A related study by Umoh and Samuel (2023) found that charismatic leaders captivate others with their charm, confidence, and strong communication skills. These leaders use their presence and compelling vision to motivate their followers.

The study by Du *et al.* (2022) highlights the importance of a specific leadership style for effective outcomes. It was found that leaders with a clear and well-articulated strategic vision fostered greater employee engagement and productivity. Additionally, a study by Wu and Otsuka (2022) demonstrated that leaders willing to take calculated risks achieved better results, even in uncertain environments. The concept of environmental sensitivity in leadership suggests that leaders attuned to external changes are more successful in navigating complex challenges. These findings suggest that a leadership style combining strategic vision, calculated risk-taking, and environmental sensitivity may be particularly effective in today's dynamic world.

In exploring the multifaceted nature of effective leadership, Wang *et al.* (2024) found that leaders who demonstrate sensitivity to members' needs by providing support and recognition cultivate more trusting and collaborative team environments. An article by Byrne (2022) explored unconventional leadership behaviors, highlighting that leaders who challenge the status quo and advocate for innovative solutions can foster positive change within an organization. These findings stress the significance of both empathy and a readiness to disrupt the norm as essential qualities for effective leadership.

Educators can bolster students' confidence and growth mindset by offering challenges that enhance their problem-solving skills. Also, the significance of both mastery and vicarious experiences—where learners observe and imitate others' successes and failures—in developing self-efficacy. For instance, relational contexts significantly affect vicarious learning in organizational settings, and this applies to educational contexts as well. It was demonstrated that incorporating hands-on activities and peer observation into a toy car design unit notably improved middle school students' confidence in their engineering capabilities, illustrating the effectiveness of combining direct and observational learning methods to foster self-efficacy (Ostrem, 2021; Myers, 2023).

Also, immersive media, renowned for evoking high levels of spatial presence, are increasingly employed in persuasive communication. However, the underlying psychological mechanisms are not yet fully understood. A comprehensive examination of research has revealed a moderate positive correlation between self-reported test anxiety and physiological arousal, suggesting the need for further investigation to grasp this intricate relationship comprehensively.

Additionally, individuals with heightened physiological responses to persuasive messages tend to exhibit more positive changes in attitudes toward oral health care. Nevertheless, this does not consistently translate into sustained behavior modification, indicating that physiological reactivity is not a definitive predictor of long-term behavioral change (Breves, 2023; Ross *et al.*, 2021).

Social persuasion plays a crucial role in shaping self-efficacy during development negotiations. This form of persuasion includes not only direct feedback from important individuals, such as positive or negative verbal comments exchanged among participants, but also indirect messages. These indirect messages come from the behavior of other group members and the outcomes of negotiation processes, which suggest that someone has performed well (Duchatelet *et al.*, 2021; Veerman & Duchatelet, 2023).

A teacher's cultural intelligence increases through overseas experience and English proficiency. The cultural intelligence of teachers is higher than that of the average person. Furthermore, teachers who are exposed to different cultures know how to respond to the events they encounter and find solutions to any problem. Teachers with high cultural intelligence also get integrated easily into multicultural societies (Kaya, 2022).

Kuhne's (2023) study found that high cultural intelligence has a significant impact on success. A high level of cultural intelligence refers to a high capability to function effectively in various situations. Complementing this, the study by Alifuddin and Widodo (2022) examined the relationship between cultural intelligence and various teacher behaviors, revealing that higher cultural intelligence correlates with improved interpersonal communication, psychological resilience, and organizational commitment. Their model suggests that interpersonal communication and psychological capital mediate the relationship between cultural intelligence and organizational citizenship behavior, reinforcing the role of cultural intelligence in promoting effective communication and organizational engagement.

Additionally, teachers' social skills are crucial for effectively planning and conducting educational interactions with students. The primary social skills of a teacher include emotional support, classroom organization, and instructional support. To strengthen such skills, teachers must choose creative and innovative learning designs, such as collaborative, participatory, and internet-based approaches and methods for students (Del Prette & Del Prette, 2022). In a similar study by Dorsey (2021), social skills have implications for the development of positive teacher-student relationships. Facilitating the development of social skills in their daily activities could inform best practices for teachers.

In addition, students endowed with strong social skills consistently establish positive rapport with teachers, while supportive teachers significantly bolster children's social development. In contrast, conflictual teacher-student interactions invariably undermine children's interpersonal skills. A previous study unequivocally underscores the pivotal role of teacher-student relationships in molding children's social competence (Hajovsky *et al.*, 2023). Furthermore, field training plays a significant role in enhancing the social skills of pre-service teachers. Practical experience facilitates the development of improved communication, classroom management, and teaching strategies. Direct engagement with students and colleagues fosters the capacity to establish rapport, address student needs, and collaborate effectively. Ultimately, field training accelerates the acquisition of essential social competencies necessary for successful teaching.

3. Material and Methods

The respondents were 335 public elementary school teachers from selected public elementary schools in the Division of Davao del Sur. From the total population of 2572 elementary teachers, a sample size of 335 teachers was selected using the Raosoft Sample Size Calculator, considering 5% as the margin of error and 95% as the confidence level, with a 50% response rate (Abdulsalim *et al.*, 2023). The selected respondents were to answer the questionnaire with confidence, ensuring that the sample was representative of the entire population.

The study specifically included regular public elementary school teachers for the academic year 2025-2026 from the four identified major schools who have been employed for at least two years and hold permanent positions under the Department of Education (DepEd). These individuals were in the best position to provide valuable insights into the study's hypotheses. However, certain groups were excluded, including: teachers not assigned to elementary schools within the 4 clusters/districts in Davao del Sur; educators working in secondary and private schools, even if located in the identified areas; and teachers holding managerial or supervisory positions, as they operate under different roles and work environments.

Participation in this study was entirely voluntary, and respondents were free to decline without any consequences, penalties, or loss of benefits. They were not obligated to complete the research questionnaire and were encouraged to return unanswered forms to the researcher for disposal. Additionally, they may withdraw from the study at any time if they feel uncomfortable, without facing any repercussions. Partial responses were not used in cases when participants withdrew. Participation also did not affect employment, evaluation, ranking, or benefits.

This study utilized four sets of questionnaires to assess the independent, dependent, and mediating variables, each adapted from established sources. The first part was on charismatic leadership, while the second part was on teacher efficacy. It was then followed by a questionnaire on cultural intelligence, and finally, social skills.

The questionnaire on charismatic leadership, entitled *Charismatic Leadership Impact on Employees' Psychological Engagement: Evidence from Travel Companies*, was adapted from Maher (2017) in the study. It included the following indicators: strategic vision and articulation, personal risk, sensitivity to the environment, sensitivity to member needs, and unconventional behavior, with a total of 20 items. Meanwhile, the questionnaire on teacher efficacy was titled *Measuring Efficacy Sources: Development and Validation of the Sources of Teacher Efficacy Questionnaire (STEQ) for Chinese Teachers*, derived from Hoi *et al.* (2017). It comprised the following indicators: mastery experience, vicarious experience, social persuasion, and psychological arousal, with a total of 26 items. For the mediating variables, the cultural intelligence questionnaire was adapted from *Cultural Intelligence: Its Measurement and Effects on Cultural Judgment and Decision Making, Cultural Adaptation, and Task Performance* by Ang *et al.* (2007), with a total of 20 items. Meanwhile, the social skills questionnaire was based on *Social Skills and Academic Performance of Grade 10 Students of the University of Bohol-University High School* by Paroginog *et al.* (2018), with a total of 26 items.

To evaluate cultural intelligence, social skills, charismatic leadership, and teacher efficacy, a 5-point Likert scale was used, with the following range and descriptions: 4.20 – 5.00 or Very High, which means measures are always manifested; 3.40 – 4.19 or High, which means measures are often manifested; 2.60 – 3.39 or Moderate, which means measures are sometimes manifested; 1.80 – 2.59 or Low, which means measures are

seldom manifested; and 1.00 – 1.79 or Very Low which means measures are not manifested at all.

Since the survey instruments were adapted, they underwent content validation by four internal and one external expert. The validation yielded an average rating of 4.50, interpreted as very high. This shows that the survey questionnaire accurately measures what it intends to measure and that the items are consistent and reliable.

Furthermore, a pilot test was conducted, and the reliability of the scales was measured using Cronbach's alpha coefficient. The pilot-test reliability results were Charismatic Leadership = .960; Teacher Efficacy = .959; Cultural Intelligence = .963; Social Skills = .940. This research was conducted from October 2024 to December 2025.

This study employed a quantitative, non-experimental research design utilizing a correlational approach. Quantitative research heavily relies on data that can be measured and analyzed numerically (Oranga & Matere, 2025). It also examines relationships among multiple variables using statistical techniques such as Pearson's *r* correlation and regression analysis. Correlational research describes variables and measures the extent of relationships among them (Aprecia *et al.*, 2022). This research approach was appropriate as the study aims to determine the significant relationships between charismatic leadership (independent variable), teacher efficacy (dependent variable), and the mediating variables of cultural intelligence and social skills.

The mediation process aimed to determine whether the relationship between charismatic leadership (independent variable) and teacher efficacy (dependent variable) is significantly influenced when the mediating variables—cultural intelligence and social skills—are introduced. Mediation analysis looks into the effect of an independent variable on the outcome along with a third variable, or a mediator (Sidhu *et al.*, 2021).

To analyze the relationships among the variables, the following statistical tools were used: the mean to determine the levels of cultural intelligence, social skills, charismatic leadership, and teacher efficacy. Pearson product-moment correlation (Pearson's *r*) – to assess the significance of relationships among: charismatic leadership and teacher efficacy, charismatic leadership and cultural intelligence, cultural intelligence and teacher efficacy, charismatic leadership and social skills, and social skills and teacher efficacy. Mediation Analysis –Path analysis was utilized to evaluate whether cultural intelligence and social skills mediate the relationship between charismatic leadership and teacher efficacy. Path analysis is a statistical method that utilizes multiple regression to evaluate causal models by investigating the relationships between a dependent variable and several independent variables. It utilizes multiple regression with standardized variables and uses the beta coefficients to assess the significance of the path coefficients (Chaitanya & Tevari, 2024).

The researcher followed a systematic procedure for data collection. A formal request letter was submitted to the Dean of the Professional Schools, addressed to the Schools Division Superintendent of the Division of Davao del Sur. Copies were sent to the school heads of the selected schools across the identified 4 clusters. Upon approval, the

researcher visited the identified schools, discussed the study, and coordinated with school heads regarding the face-to-face data collection process. Before the questionnaires were distributed, the researcher explained the study objectives, voluntary participation, confidentiality, risks, benefits, and the right to withdraw. Only respondents who signed the informed consent form proceeded to answer the questionnaire. Prior to data gathering, the researcher obtained a Certificate of Approval from UMER (UMERC# 2025-414), ensuring adherence to ethical standards. Retrieved questionnaires were verified for completeness, encoded in an Excel template, and analyzed based on the study objectives. Further, results were interpreted, conclusions drawn, and recommendations formulated based on the findings.

In this study, ethical issues and considerations were observed. The researcher secured a Certificate of Compliance from the UM Ethics and Review Committee. There were 335 public elementary school teachers who were respondents in the study, and their participation was completely voluntary and anonymous to protect their privacy. The researcher ensured that the data gathered were kept confidential and that each target respondent was given an informed consent form before data collection. The study did not involve high-risk situations, and some mitigating measures were also considered, including psychological, financial, and physical preparations. There was no conflict of interest (COI) or deceit, as everything written and reflected was true and underwent validation and thorough review by experts in the field of research. For purposes of the publication, the advertiser becomes a co-author of the study. The study was conducted only after securing UMER approval and compliance certification, as well as permissions from DepEd and the participating schools.

4. Results and Discussion

Table 1: Charismatic Leadership

Indicators	SD	Mean	Descriptive Equivalent
Strategic vision and articulation	0.59	4.28	Very High
Personal risk	0.54	4.17	High
Sensitivity to the environment	0.49	4.24	Very High
Sensitivity to the environment	0.66	4.25	Very High
Unconventional behavior	0.82	4.03	High
Overall	0.54	4.19	High

Shown in Table 1 is the level of charismatic leadership, which has gained an overall mean rating of 4.19 or high and a standard deviation of 0.54. This means that the measures of charismatic leadership are often manifested. The indicator with the highest mean is strategic vision and articulation, with a mean score of 4.28, described as very high and a standard deviation of 0.59. On the other hand, the indicator with the lowest mean is unconventional behavior, with a mean score of 4.03 or high and a standard deviation of 0.82.

The very high level of strategic vision and articulation implies that the school heads generate new ideas for the future of the organization. The result is aligned with authors (Du *et al.*, 2022; Umoh & Samuel, 2023) who mentioned that that charismatic leaders captivate others with their charisma, self-assurance, and strong communication skills. Such leaders use their presence and a compelling vision to inspire followers. It is important to have a specific leadership style for effective outcomes. Leaders with a clear and well-articulated strategic vision fostered greater employee engagement and productivity.

Furthermore, the high level of unconventional behavior implies that the teachers often exhibit very unique behaviors that surprise other members of the organization. This is consistent with the authors (Adiguzel & Cakir, 2020; Byrne, 2022) wherein charismatic leaders inspire their teachers to deepen their understanding of goals and their recognition of the meaning of their work through vision stimulation performance. Leaders with unconventional leadership behaviors are those who challenge the status quo and champion innovative solutions that can drive positive change within an organization. It is important to have both empathy and a willingness to disrupt the norm for successful leadership.

Table 2: Teacher Efficacy

Indicators	SD	Mean	Descriptive Equivalent
Mastery experience	0.47	4.33	Very High
Vicarious experience	0.62	4.31	Very High
Social persuasion	0.44	4.53	Very High
Psychological arousal	0.42	4.51	Very High
Overall	0.38	4.42	Very High

Presented in Table 2 is the level of teacher efficacy, with an overall mean of 4.42 described as very high and a standard deviation of 0.38. This indicates that the measures of teacher efficacy are consistently manifested. The results revealed that teacher efficacy is rated very high across all items. Moreover, the indicator social persuasion gained the highest mean score of 4.53 with a standard deviation of 0.44. Meanwhile, the indicator with the lowest mean is vicarious experience, with a mean score of 4.31 and a standard deviation of 0.62.

The very high level of social persuasion implies that the teachers appreciate it when the students tell them they respect them as a good teacher. The result is consistent with authors (Breves, 2023; Ross *et al.*, 2021) who highlighted that immersive media, renowned for evoking high levels of spatial presence, are increasingly employed in social persuasion. There is a positive correlation between self-reported test anxiety and physiological arousal, suggesting the need for further investigation to comprehensively grasp this intricate relationship. Additionally, it has been observed that individuals with heightened physiological responses to persuasive messages tend to exhibit more positive changes.

In addition, the very high level of vicarious experience implies that the teachers actively look for proficient colleagues as models for their teaching behavior. The result is aligned with the authors (Ostrem, 2021; Myers, 2023) who stated that educators can bolster students' confidence and growth mindset by offering challenges that enhance their problem-solving skills. Vicarious experiences are significant in developing self-efficacy. For instance, relational contexts significantly affect vicarious learning in organizational settings, which can be applied to educational contexts as well. Incorporating hands-on activities and peer observation into a design unit improves confidence in engineering capabilities, illustrating the effectiveness of combining direct and observational learning methods to foster efficacy.

Table 3: Cultural Intelligence

Items	SD	Mean	Descriptive Equivalent
Being conscious of the cultural knowledge I use when interacting with different cultural backgrounds.	0.54	4.47	Very High
Adjusting my cultural knowledge as I interact with people from a culture that is unfamiliar to me.	0.62	4.41	Very High
Being conscious of the cultural knowledge I apply to cross-cultural interactions.	0.59	4.37	Very High
Checking the accuracy of my cultural knowledge as I interact with people from different cultures.	0.64	4.44	Very High
Knowing the legal and economic systems of other cultures.	0.65	4.30	Very High
Knowing the rules (e.g., vocabulary, grammar) of other languages.	0.63	4.16	High
Knowing the cultural values and religious beliefs of other cultures.	0.69	4.32	Very High
Knowing the marriage systems of other cultures.	0.73	4.17	High
Knowing the arts and crafts of other cultures.	0.75	4.20	Very High
Knowing the rules for expressing nonverbal behavior in other cultures.	0.67	4.22	Very High
Enjoying interacting with people from different cultures.	0.60	4.52	Very High
Being confident that I can socialize with locals in a culture that is unfamiliar to me.	0.63	4.38	Very High
Being sure I can deal with the stresses of adjusting to a culture that is new to me.	0.55	4.35	Very High
Enjoying living in cultures that are unfamiliar to me.	0.60	4.32	Very High
Being confident that I can get accustomed to the shopping conditions in a different culture.	0.68	4.17	High
Changing my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.	0.77	4.24	Very High
Using pauses and silence differently to suit different cross-cultural situations.	0.73	4.32	Very High
Varying the rate of my speaking when a cross-cultural situation requires it.	0.69	4.18	High
Changing my nonverbal behaviour when a cross-cultural situation requires it.	0.73	4.18	High
Altering my facial expressions when a cross-cultural interaction requires it.	0.67	4.24	Very High

Jingky E. Zamora, Lyndon A. Quines
THE MEDIATING ROLES OF CULTURAL INTELLIGENCE AND SOCIAL SKILLS
ON THE RELATIONSHIP BETWEEN CHARISMATIC LEADERSHIP OF SCHOOL HEADS
AND TEACHER EFFICACY AMONG PUBLIC ELEMENTARY SCHOOLS

Overall	0.50	4.30	Very High
----------------	-------------	-------------	------------------

It can be viewed from Table 3 that the level of cultural intelligence has gained an overall mean score of 4.30 or very high and a standard deviation of 0.50. This implies that the measures of cultural intelligence are always manifested. The very high level of cultural intelligence is due to the very high and high obtained and computed mean scores of its specific items. Additionally, the specific item “enjoy interacting with people from different cultures” gained the highest mean score of 4.52, labeled as very high, with a standard deviation of 0.60. Meanwhile, the specific item with the lowest mean is “know the rules (e.g. vocabulary, grammar) of other languages” with a mean score of 4.16, labeled as high and a standard deviation of 0.63.

The result is consistent with the authors (Alifuddin & Widodo, 2022; Kuhne, 2023) who stated that having a high cultural intelligence has a significant impact on success. A high level of cultural intelligence refers to a high capability to function effectively in various situations. Also, greater cultural intelligence correlates with improved interpersonal communication, psychological resilience, and organizational commitment. Interpersonal communication and psychological capital mediate the relationship between cultural intelligence and organizational citizenship behavior, reinforcing the role of cultural intelligence in promoting effective communication and organizational engagement.

Table 4: Social Skills

Items	SD	Mean	Descriptive Equivalent
Doing nice things for my parents, like helping with household chores without being asked.	0.60	4.53	Very High
Making friend easily.	0.64	4.56	Very High
Following the teacher’s directions.	0.57	4.57	Very High
Ending fights with my parents calmly.	0.58	4.56	Very High
Compromising with parents or teachers when we have a disagreement.	0.64	4.34	Very High
Disagreeing with adults without fighting or arguing.	0.69	4.23	Very High
Controlling my temper when people are angry with me.	0.62	4.33	Very High
Taking criticism from my parents without getting angry.	0.58	4.32	Very High
Standing up for my friends when they have been unfairly criticized.	0.64	4.43	Very High
Feeling sorry for others when bad things happen to them.	0.82	4.37	Very High
Listening to my friends when they talk about problems they are having.	0.81	4.47	Very High
Trying to understand how my friends feel when they are angry, upset or sad.	0.59	4.48	Very High
Letting friends know I like them by telling or showing them.	0.57	4.47	Very High
Saying nice things to others when they have done something well.	0.57	4.52	Very High
Starting talks with classroom members.	0.74	4.42	Very High

Jingky E. Zamora, Lyndon A. Quines
 THE MEDIATING ROLES OF CULTURAL INTELLIGENCE AND SOCIAL SKILLS
 ON THE RELATIONSHIP BETWEEN CHARISMATIC LEADERSHIP OF SCHOOL HEADS
 AND TEACHER EFFICACY AMONG PUBLIC ELEMENTARY SCHOOLS

Starting conversation with opposite-sex friends without feeling uneasy or nervous.	0.76	4.30	Very High
Asking friends for help with my problems.	0.74	4.20	Very High
Asking someone I like for a date.	1.07	1.40	Low
Giving compliments to members of the opposite sex.	1.14	3.83	High
Talking things over with classmates when there is a problem or an argument.	0.65	4.21	Very High
Asking friends to do favors for me.	0.84	3.99	High
Asking before using other people's things.	0.59	4.52	Very High
Keeping my desk clean and neat.	0.55	4.40	Very High
Finishing classroom work in time.	0.65	4.32	Very High
Listening to adults when they are talking to me.	0.57	4.39	Very High
Avoiding doing things with others that may get me in trouble with adults.	0.57	4.34	Very High
Overall	0.42	4.25	Very High

It can be seen from Table 4 that the level of social skills has gained an overall mean score of 4.25 or very high and a standard deviation of 0.42. This indicates that the measures of social skills are consistently manifested. The very high level of social skills is due to the very high and high obtained and computed mean scores of its specific items. Moreover, the specific item "follow the teacher's directions" gained the highest mean score of 4.57 labeled as very high, with a standard deviation of 0.57. On the other hand, the specific item with the lowest mean is "ask someone I like for a date" with a mean score of 1.40, labeled as low and a standard deviation of 1.07.

The result is consistent with the authors (Del Prette & Del Prette, 2022; Dorsey, 2021) who emphasized that teacher social skills are important for the teacher to plan and conduct educational social interactions with students. The primary social skills of the teacher are emotional support, classroom organization and instructional support. To strengthen such skills, teachers must choose creative and innovative learning designs, such as the implementation of collaborative, participatory and internet-based approaches and methods for students. Further, social skills have implications for the development of positive teacher-student relationships. Facilitating social skills development in their daily activities could create best practices for teachers.

Table 5: Significance of the Relationship between
Charismatic Leadership and Cultural Intelligence

Charismatic Leadership	Cultural Intelligence
	Overall
Strategic Vision and articulation	.131* .017
Personal risk	.207** .000
Sensitivity to the environment	.184** .001

Jingky E. Zamora, Lyndon A. Quines
THE MEDIATING ROLES OF CULTURAL INTELLIGENCE AND SOCIAL SKILLS
ON THE RELATIONSHIP BETWEEN CHARISMATIC LEADERSHIP OF SCHOOL HEADS
AND TEACHER EFFICACY AMONG PUBLIC ELEMENTARY SCHOOLS

Sensitivity to the environment	.097 .078
Unconventional behavior	.299** .000
Overall	.219** .000

Shown in Table 5 are the results of the significance of the relationship between charismatic leadership and cultural intelligence. It can be seen from the table that when charismatic leadership is correlated with the measures of cultural intelligence, the overall r-value is 0.219 with a p-value of 0.000, which is lower than the 0.05 level of significance.

From the results of the study, there is a significant relationship between charismatic leadership and cultural intelligence. Thus, the null hypothesis, which states that there is no significant relationship between charismatic leadership and cultural intelligence, is rejected. This implies that charismatic leadership has a significant relationship with cultural intelligence.

The correlation between measures revealed that there is a significant relationship between charismatic leadership and cultural intelligence. The result of the study is aligned with authors (Joshi, 2020; Nosratabadi *et al.*, 2020) stating that charismatic leaders influence cultural intelligence and innovation. The character traits of charismatic leaders impact cultural intelligence and innovation. Also, cultural intelligence has a positive effect on charismatic leadership. Schools are encouraged to invest in improving cultural intelligence and charismatic leadership to improve their performance in environments and to design appropriate organizational structures for development.

Table 6: Significance of the Relationship between Cultural Intelligence and Teacher Efficacy

Cultural Intelligence	Teacher Efficacy				
	Mastery experience	Vicarious experience	Social persuasion	Psychological arousal	Overall
Overall	.528** .000	.481** .000	.476** .000	.586** .000	.636** .000

Presented in Table 6 are the results of the significance of the relationship between cultural intelligence and teacher efficacy. It can be seen from the table that when cultural intelligence is correlated with the measures of teacher efficacy, the total r-value is 0.636 with a p-value of 0.000, which is lower than the 0.05 level of significance.

From the results of the study, there is a significant relationship between cultural intelligence and teacher efficacy. Thus, the null hypothesis, which states that there is no significant relationship between cultural intelligence and teacher efficacy, is rejected. This implies that cultural intelligence has a positive association with teacher efficacy.

The correlation between measures revealed that there is a significant relationship between cultural intelligence and teacher efficacy. The result of the study is consistent with authors (Kang *et al.*, 2019; Tenn *et al.*, 2023) who highlighted that teacher efficacy

positively influences cultural intelligence. Further, cultural intelligence is linked with teacher efficacy as it can inform faculty development strategies and curriculum improvements. Cultural intelligence is an important step toward developing interventions that improve teaching practice.

Table 7: Significance of the Relationship between Charismatic Leadership and Social Skills

Charismatic Leadership	Social Skills
	Overall
Strategic vision and articulation	.030 .591
Personal risk	.139* .011
Sensitivity to the environment	.119* .030
Sensitivity to the environment	.071 .198
Unconventional behavior	.171** .002
Overall	.125* .022

Shown in Table 7 are the results of the significance of the relationship between charismatic leadership and social skills. It can be seen from the table that when charismatic leadership is correlated with social skills, the overall r-value is 0.125 with a p-value of 0.022, which is lower than the 0.05 level of significance.

From the results of the study, there is a significant relationship between charismatic leadership and social skills. Thus, the null hypothesis, which states that there is no significant relationship between charismatic leadership and social skills, is rejected. This implies that charismatic leadership has a positive link with social skills.

The correlation between measures revealed that there is a significant relationship between charismatic leadership and social skills. The result of the study is associated with authors (Riggio, 2024; Wan, 2023) wherein charismatic leadership has a positive impact on social skills, group efficacy, and group performance. Social skills and their link towards charismatic leadership also impact creativity. In addition, social skills improve charismatic leadership. This can be developed through improving observational skills, such as paying closer attention to the social skills that tell one something about others.

Table 8: Significance of the Relationship between Social Skills and Teacher Efficacy

Social Skills	Teacher Efficacy				
	Mastery experience	Vicarious experience	Social persuasion	Psychological arousal	Overall
Overall	.473** .000	.555** .000	.469** .000	.451** .000	.603** .000

Presented in Table 8 are the results of the significance of the relationship between social skills and teacher efficacy. It can be gleaned from the table that when social skills are correlated with the measures of teacher efficacy, the total r-value results in 0.603 with a p-value of 0.000, which is lower than the 0.05 level of significance.

From the results of the study, there is a significant relationship between social skills and teacher efficacy. Thus, the null hypothesis, which states that there is no significant relationship between social skills and teacher efficacy, is rejected. This implies that social skills have a significant relationship with teacher efficacy.

The correlation between measures revealed that there is a significant relationship between social skills and teacher efficacy. The result of the study is consistent with authors (Hu *et al.*, 2021; Serqueira *et al.*, 2022) who emphasized that there is a link between teacher efficacy and social skills. Teacher classroom organization also mediates the relationship between teacher efficacy and social skills. In addition, social skills have a positive link with teacher efficacy. Promoting teacher social skills yields positive results in the interpersonal development of teachers.

Table 9: Significance of the Relationship between Charismatic Leadership and Teacher Efficacy

Charismatic Leadership	Teacher Efficacy				
	Mastery experience	Vicarious experience	Social persuasion	Psychological arousal	Overall
Strategic Vision and Articulation	.050 .365	.004 .943	.076 .166	.103 .059	.068 .218
Personal risk	.212** .000	.084 .127	.115* .036	.215** .000	.189** .001
Sensitivity to the environment	.269** .000	.124* .023	.150** .006	.209** .000	.231** .000
Sensitivity to the environment	.035 .525	-.054 .328	-.080 .143	.149** .007	.011 .841
Unconventional Behavior	.351** .000	.007 .905	.179** .001	.341** .000	.263** .000
Overall	.218** .000	.029 .604	.101 .066	.244** .000	.177** .001

Shown in Table 9 are the results of the significance of the relationship between charismatic leadership and teacher efficacy. It can be viewed from the table that when charismatic leadership is correlated with the measures of teacher efficacy, the overall r-value is 0.263 with a p-value of 0.000 which is lower than the 0.05 level of significance.

From the results of the study, there is a significant relationship between charismatic leadership and teacher efficacy. Thus, the null hypothesis, which states that there is no significant relationship between charismatic leadership and teacher efficacy, is rejected. This implies that charismatic leadership has a significant link with teacher efficacy.

The correlation between measures revealed that there is a significant relationship between charismatic leadership and teacher efficacy. The result of the study is consistent

with authors (Hazzam & Wilkins, 2023; Supriadi & Suryana, 2021) highlighting that charismatic leadership influences teacher efficacy by recognizing abilities and communicating clear learning objectives. Teacher efficacy interacts with charismatic leadership and influences engagement. Relatedly, teacher efficacy strengthens charismatic leadership, which in turn can increase the confidence of colleagues. Charismatic leaders with high efficacy can be effective problem solvers who can become better communicators, coaches, and guides for teachers.

Table 10: Mediating Effect: Path Analysis (Significant Combined Full Mediation)

Path	Estimates		SE	C.R.	P
	Unstandardized	Standardized			
CL → CI	.203	.219	.050	4.093	***
CL → SS	.097	.125	.042	2.303	.021
CI → TE	.314	.456	.031	10.235	***
SS → TE	.308	.375	.036	8.577	***
CL → TE	.030	.047	.029	1.052	.293

Data were analyzed using the medgraph after being subjected to a linear regression analysis. The mediation analysis, which was established by Baron and Kenny (1986) pertains to the mediating effect of a variable on the correlation between two other variables.

Mediation analysis included five paths for the third and fourth variables to be considered as mediators. Shown in Table 10 are the steps that were categorized as Paths 1 to 5. As revealed, Path 1 presents the significant direct effect of charismatic leadership to cultural intelligence, mediator 1 (MV1). In Path 2, charismatic leadership shows a significant direct effect towards social skills, mediator 2 (MV2). Moreover, Path 3 presents the significant direct effect of cultural intelligence, mediator 1 (MV1), on teacher efficacy. In Path 4, social skills, the mediator 2 (MV2), shows a direct effect towards teacher efficacy. Meanwhile, Path 5 presents charismatic leadership towards teacher efficacy. Further mediation analysis using medgraph is necessary to determine the significance of the mediation effect because paths 1, 2, 4, and 5 are found to be correlated. Full mediation will be achieved if the effect of the independent variable on the dependent variable fails to be statistically significant at the conclusion of the analysis. It implies that the mediator variable is the mediating variable for all effects.

Additionally, when the regression coefficient is significantly reduced on the last step and remains significant, and only partial mediation is attained, this suggests that a portion of teacher efficacy is mediated by cultural intelligence and social skills, while other components are either directly influenced or indirectly affected by factors not involved in the paradigm. Furthermore, as observed in Path 5, the influence of charismatic leadership on teacher efficacy was seen to be not significant. However, significant combined full mediation occurred, as the effect was found to be significant $p < 0.05$.

The aim of this study is to contribute to the literature regarding the possible mediating variable for the relationship between charismatic leadership and teacher efficacy. Particularly, cultural intelligence and social skills were investigated as the possible mediating variables that could explain the effect of charismatic leadership on teacher efficacy. Significant combined full mediation was found in the study, and significant direct effects were presented that may help in the enrichment of the existing studies on charismatic leadership and teacher efficacy. This implies that the effect of charismatic leadership on teacher efficacy is improved through cultural intelligence and social skills.

This is consistent with authors (Biswas & Rahman, 2021; Hazzam & Wilkins, 2023) emphasizing that there is a significant relationship between social skills and charismatic leadership. The results show that the top administration of any organization should try to enhance its officials' social skills at administrative levels. Furthermore, teacher efficacy and charismatic leadership significantly improve engagement. Teacher and student characteristics are important for effective interaction and outcomes in lessons.

5. Recommendations

Based on the study's results, the researcher proposes the following recommendations. Given the high level of charismatic leadership among school heads, the researcher recommends that the school management continue quality improvement by compiling a list of the advantages and disadvantages of its implemented programs. The school's plans, programs, and strategic goals should align with its vision, mission, and goals. A review or revision of certain school rules and policies affecting teachers and students may also be conducted annually. The school may evaluate its plans and programs against the extent of their implementation. Also, school heads may be encouraged to introduce innovative yet context-sensitive leadership practices, such as piloting new instructional support systems, teacher-led innovation teams, and creative problem-solving sessions.

Furthermore, it is recommended that schools continue to implement the existing "open door policy" between teachers and management, which may foster a spirit of unity and harmony in the workplace. There may be constant communication among school management, teachers, and students, and everyone may always be reminded of the school's vision, mission, and goals, so that the best working relationship will be manifested, bringing a good image of the school to the community. The researcher may also recommend establishing an award committee to identify and recommend exemplary teachers. An annual awards ceremony may be held for this purpose.

As to the finding of the very high level of teacher efficacy, it is recommended that the schools sustain the implementation of policies about the benefits of the teachers, the teaching strategies being applied, and the participation and attendance of teachers in different seminars and trainings, which involve their teaching abilities, competencies, and behaviors. Retooling; seminars on innovations in teaching strategies; retaining

seminars on innovation in teaching strategies, especially the use of ICT; stress management; mental awareness; work values; communication proficiency; and such other interventions that may emerge from the evaluation results. Schools may strengthen peer observation, mentoring, demonstration teaching, and professional learning communities so teachers can learn from proficient colleagues.

Also, it is recommended that teachers be allowed to expand their networks by strengthening their membership in local or national professional organizations. There may be activities that enrich teachers' spiritual well-being, such as retreats, recollection, and Bible sharing, which are ecumenical in nature and allow all teachers to participate. Teachers may avail themselves of any benefits available at school, whether in their personal or official capacity. This may include benefits for promotion, reclassification, study locally or abroad, or attendance at conferences and training at the local, national, or international levels.

Furthermore, the school management may sustain the implementation of its best practices that foster motivation and inspiration among teachers. Schools may provide teachers with opportunities for career growth, professional development, and access to resources that facilitate effective teaching. Schools may support teachers by allowing them to demonstrate their abilities and expertise in their teaching careers. This includes providing mentorship programs, research opportunities, and leadership roles, which can further empower teachers and contribute to their long-term professional success.

On the findings of the very high result of the mediating variable on cultural intelligence, the researcher recommends the conduct of symposia or fora for the regular awareness and engagement of teachers and students on the importance of culture, its practices, and preservation to deepen their knowledge of the importance of safeguarding and preserving cultural heritage. Schools may organize cultural literacy sessions, language awareness activities, and community-based cultural immersion connected to IPED, local culture, and inclusive education. Also, the conduct of inter-class or inter-school competitions can showcase different cultural practices in the Philippines and to exhibit the best talents in cultural dances, drama, and other artworks.

School management may allow teachers, together with students, to visit museums and important places, which will help them appreciate the richness of our country. Teachers may be encouraged to incorporate some teaching innovations into their classes through the use of social media, which will develop cultural knowledge, increase students' appreciation of various cultures and norms, and enhance the understanding of cultural differences. Teachers may conduct research on cultural topics as part of their action research initiatives.

Social skills achieved a very high score, and the researcher recommends maintaining the adoption of sports or physical activities to help teachers foster camaraderie and public relations. Teachers may join a Zumba class as part of the weekly de-stressing activity. The conduct of mini-debates in class or school-wide, where teachers can mentor the debating club; the introduction of clubs or student organizations that may

entail planning and critical thinking, with a focus on students' abilities and teachers as anchors, facilitators, and mentors.

Moreover, the researcher may recommend organizing a group in schools that would enable teachers to serve as second parents to students. This may take the form of clubs and organizations in which teachers serve as mentors, facilitators, counselors, and negotiators for all students. Each organized club may plan, create, and implement activities that strengthen harmonious relationships within and beyond schools.

As to the significant relationship between charismatic leadership and cultural intelligence, it is recommended that school heads model culturally responsive leadership by recognizing diverse teacher and learner backgrounds. Regarding the strong relationship between cultural intelligence and teacher efficacy, there may be teacher development programs that include intercultural competence, culturally responsive pedagogy, and inclusive classroom practices. Regarding the relationship between charismatic leadership and social skills, school heads may promote collegial communication, team-based projects, and positive professional relationships. There is a strong relationship between social skills and teacher efficacy, so schools should provide communication skills training, peer coaching, conflict resolution workshops, and collaborative classroom management sessions. Based on the full mediation results for the relationships between cultural intelligence and social skills, and between charismatic leadership and teacher efficacy, it is recommended that leadership development not focus on charisma alone; it should translate leadership influence into teachers' cultural competence and social interaction skills.

Future researchers may replicate this research in other regions using a larger population and may also investigate potential mediating factors that may explain the relationships between charismatic leadership, teacher efficacy, cultural intelligence, social skills, school climate, teacher collaboration, intercultural competence, and psychological empowerment. Another quantitative study may be conducted using a Structural Equation Model design. Furthermore, other researchers may complement quantitative research with qualitative studies to gain a deeper understanding of teachers' experiences and perceptions.

6. Conclusion

Considering the findings of the study, conclusions are presented in this section. There is a high level of charismatic leadership. Moreover, there is a very high level of teacher efficacy, cultural intelligence, and social skills. Additionally, there are significant relationships between charismatic leadership and cultural intelligence, cultural intelligence and teacher efficacy, and charismatic leadership and social skills. Also, there are significant relationships between social skills and teacher efficacy, and charismatic leadership and teacher efficacy. Lastly, cultural intelligence and social skills have a

significant combined full mediation on the relationship between charismatic leadership and teacher efficacy.

The results of the study imply that cultural intelligence and social skills have a significant combined full mediation on the relationship between charismatic leadership and teacher efficacy. The conclusions affirm the anchor theory, the Social Cognitive Theory by Bandura (1997), which emphasizes that the major determinants of the choices teachers make are their teacher efficacy judgments, as efficacy cognitions are portrayed in both exercise and performance. The findings of the study also align with the Charismatic Leadership Theory by Weber (1947), the Experiential Learning Theory by Kolb (1984), and the Social Development Theory by Vygotsky (1962).

Acknowledgements

This study would not have been completed without the guidance and support of many individuals who generously shared their time, effort, and assistance throughout the entire process.

I would like to express my sincere gratitude to my thesis adviser, Dr. Lyndon A. Quines, for his unwavering support, dedication in reviewing my manuscript, and for his constant guidance and encouragement that made this study possible. I am also deeply thankful to the panel of examiners, Dr. Elleine A. Oliva, Dr. Rinante L. Genuba, Dr. Elizabeth M. Malonzo, and Dr. John Harry S. Caballo, for their valuable suggestions, support, and willingness to help improve my research.

I also want to thank the Department of Education officials, especially the Division Superintendent of Davao del Sur, and the school heads for letting me do this study. I want to thank the elementary school teachers from Bansalan, Padada, Sulop, and Sta. Cruz for their active participation during data gathering.

I am grateful to my husband, Ferdinand, and my children, Fiona Kaye, Zhoe Fenech, Hyuna Faye, and Zachary Flynn, for their love and support. I also thank my sister Beverly for encouraging me to keep going. Special thanks to my siblings, Gay and Cristy Joy Erebias, for always helping me, especially with school documents. I am also thankful to my friends, peers, and colleagues for their support and inspiration.

Above all, I thank Almighty God for His guidance, strength, and blessings.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Jingky E. Zamora is a Teacher III assigned at Darapuyay Elementary School, Darapuyay, Bansalan, Davao del Sur, Philippines.

Lyndon A. Quines, EdD, is currently a university professor at the University of Mindanao, Davao City, Philippines.

References

- Adiguzel, Z., & Cakir, F. S. (2020). Role of diversity management and charismatic leadership on innovation and performance in the globalized era. *International Journal of Innovation*, 8(3), 489-515. Retrieved from <https://uninove.emnuvens.com.br/innovation/article/view/17595>
- Alifuddin, M., & Widodo, W. (2022). How is cultural intelligence related to human behavior?. *Journal of Intelligence*, 10(1), 3. Retrieved from <https://www.mdpi.com/2079-3200/10/1/3>
- Ang, S., Van Dyne, L., Koh, C., Ng, K. Y., Templer, K. J., Tay, C., & Chandrasekar, N. A. (2007). Cultural intelligence: Its measurement and effects on cultural judgment and decision making, cultural adaptation and task performance. *Management and Organization Review*, 3(3), 335-371. Retrieved from <https://www.cambridge.org/core/journals/management-and-organization-review/article/abs/cultural-intelligence-its-measurement-and-effects-on-cultural-judgment-and-decision-making-cultural-adaptation-and-task-performance/EEB4216A0F254559FF78DACC4F93762D>
- Arifin, I., Adha, M. A., Sofa, A. M. I. A., & Rahmania, L. A. (2020). Principal's role in strengthening teacher self-efficacy (TSE) and collective teacher efficacy (CTE) in remote areas. In *2nd Early Childhood and Primary Childhood Education (ECPE 2020)* (pp. 235-239). Atlantis Press. Retrieved from <https://www.atlantispress.com/proceedings/ecpe-20/125946093>
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173. <https://doi.org/10.1037//0022-3514.51.6.1173>
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York. Retrieved from https://psycnet.apa.org/record/1997-08589-000?utm_source=chatgpt.com
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal values and motivations for teaching. *Frontiers in Psychology*, 10, 465388. Retrieved from <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2019.01645/full>
- Biswas, M., & Rahman, M. S. (2021). Do the elements of emotional intelligence determine charismatic leadership? An empirical investigation. *Business Perspective Review*, 3(1), 24-40. Retrieved from <https://www.riiopenjournals.com/index.php/business-perspective-review/article/view/256>
- Breves, P. (2023). Persuasive communication and spatial presence: a systematic literature review and conceptual model. *Annals of the International Communication*

-
- Association, 47(2), 222-241. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/23808985.2023.2169952>
- Brion, C. (2022). The impact of COVID-19 on teachers' self-efficacy and school culture. *Journal of Educational Leadership and Policy Studies*, 6(2), n2. Retrieved from <https://go.southernct.edu/jelps/files/2022-spring-volume6/3-Final.pdf>
- Byrne, Z. S. (2022). *Understanding employee engagement: Theory, research, and practice*. Routledge. Retrieved from <https://www.taylorfrancis.com/books/mono/10.4324/9781003171133/understanding-employee-engagement-zinta-byrne>
- Chaitanya, G., & Tevari, P. (2024). Path analysis: An overview and its application in social sciences. *International Journal of Extension Education and Social Development*. Retrieved from https://www.academia.edu/118620555/Path_analysis_An_overview_and_its_application_in_social_sciences
- Cheng, S., & Pan, Q. (2019). Charismatic leadership and its influence. In *1st International Conference on Business, Economics, Management Science (BEMS 2019)* (pp. 147-150). Atlantis Press. Retrieved from <https://www.atlantis-press.com/proceedings/bems-19/125907403>
- Creswell, J. W. (2014). *Research design. Qualitative, quantitative and mixed: Methods approaches* (2nd ed). London: Sage Publications. Retrieved from https://books.google.ro/books/about/Research_Design.html?id=nSVxmN2KWeYC&redir_esc=y
- Del Prette, Z. A. P., & Del Prette, A. (2022). Social competence at school: Effectiveness of a teaching at distance program for teachers. *Paidéia (Ribeirão Preto)*, 32, e3239. Retrieved from <https://www.scielo.br/j/paideia/a/tStSRmXHBcMYHKTvLGtRcnf/?lang=en>
- Dorsey, C. R. (2021). *The Pre-School Teacher Experience of Social Skills for Early Education Success* (Doctoral dissertation, Walden University). Retrieved from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=12545&context=dissertations>
- Du, J., Ma, E., Lin, X., & Wang, Y.-C. (2022). Authentic leadership and engaging employees: A moderated mediation model of leader–member exchange and power distance. *Cornell Hospitality Quarterly*, 63(4), 479-489. Retrieved from <https://doi.org/10.1177/19389655211033540>
- Gamboa, R. P., Beltrán, J. A., Acuña-Condori, S. P., & Poma-Santivañez, Y. (2021). Perceived self-efficacy geared towards education: systematic review. *Espirales revista multidisciplinaria de investigación científica*, 5(2), 32-45. Retrieved from <https://www.redalyc.org/journal/5732/573270925002/573270925002.pdf>
- Hajovsky, D. B., Chesnut, S. R., Helbig, K. A., & Goranowski, S. M. (2023). On the examination of longitudinal trends between teacher–student relationship quality and social skills during elementary school. *School Psychology Review*, 52(6), 679-695.
-

-
- Retrieved from
<https://www.tandfonline.com/doi/abs/10.1080/2372966X.2021.1883995>
- Hayat, A. A., Shateri, K., Amini, M., & Shokrpour, N. (2020). Relationships between academic self-efficacy, learning-related emotions, and metacognitive learning strategies with academic performance in medical students: a structural equation model. *BMC Medical Education*, 20, 1-11. Retrieved from <https://bmcmmededuc.biomedcentral.com/articles/10.1186/s12909-020-01995>
- Hazzam, J., & Wilkins, S. (2023). The influences of lecturer charismatic leadership and technology use on student online engagement, learning performance, and satisfaction. *Computers & Education*, 200, 104809. Retrieved from <https://www.sciencedirect.com/science/article/pii/S0360131523000866>
- Hidayat, H., & Lukitaningsih, L. (2019). Strengthening social skills of social studies teacher in the era of disruption. In *1st International Conference on Education Social Sciences and Humanities (ICESSHum 2019)* (pp. 419-424). Atlantis Press. Retrieved from <https://www.atlantis-press.com/proceedings/icesshum-19/125914677>
- Hoi, C. K. W., Zhou, M., Teo, T., & Nie, Y. (2017). Measuring efficacy sources: Development and validation of the sources of teacher efficacy questionnaire (STEQ) for Chinese teachers. *Psychology in the Schools*, 54(7), 756-769. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.22025>
- Hu, B. Y., Li, Y., Wang, C., Wu, H., & Vitiello, G. (2021). Preschool teachers' self-efficacy, classroom process quality, and children's social skills: A multilevel mediation analysis. *Early Childhood Research Quarterly*, 55, 242-251. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0885200620301460>
- Joshi, G. (2020). Charismatic Leaders & Innovation: Impact of charismatic leaders on the innovation practices in the companies they start and lead. *OCAD University*. Retrieved from https://openresearch.ocadu.ca/id/eprint/3171/1/Joshi_Gulnar_2020_MDes_SFI_MRP.pdf
- Kang, H. S., Kim, E. J., & Park, S. (2019). Multicultural teaching efficacy and cultural intelligence of teachers: The effects of learning goal orientation and training readiness. *International Journal of Educational Management*, 33(2), 265-275. Retrieved from <https://eric.ed.gov/?id=EJ1205427>
- Kareem, J., Thomas, R. S., & Nandini, V. S. (2022). A conceptual model of teaching efficacy and beliefs, teaching outcome expectancy, student technology use, student engagement, and 21st-century learning attitudes: A STEM education study. *Interdisciplinary Journal of Environmental and Science Education*, 18(4), e2282. Retrieved from <https://www.ijese.com/download/a-conceptual-model-of-teaching-efficacy-and-beliefs-teaching-outcome-expectancy-student-technology-12025.pdf>
- Kaya, M. M. (2022). Teaching locally, acting globally: The effect of pre-service teachers' cultural intelligence levels on their perceptions of global citizens. *International*

- Journal of Progressive Education*, 18(4), 132-147. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1352247.pdf>
- Khanshan, S. K., & Yousefi, M. H. (2020). The relationship between self-efficacy and instructional practice of in-service soft disciplines, hard disciplines and EFL teachers. *Asian-Pacific Journal of Second and Foreign Language Education*, 5(1), 1. Retrieved from <https://link.springer.com/article/10.1186/s40862-020-0080-8>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Kühne, F. K. (2023). *The Role of Cultural Intelligence in the Success of Western Managers in Turkey* (Bachelor's thesis, University of Twente). Retrieved from https://essay.utwente.nl/95436/1/Kuehne_BA_BMS.pdf
- MacKinnon, D. P. (2008). *Introduction to Statistical Mediation Analysis*. New York: Erlbaum. <https://doi.org/10.4324/9780203809556>
- Maher, A. (2017). Charismatic leadership impact on employee psychological engagement: Evidence from travel companies. *Journal of Faculty of Tourism and Hotels-University of Sadat City*, 1(2), 151-178. Retrieved from https://mfth.journals.ekb.eg/article_26100_ff1a859a1a8e93317d9d1f9a247f6bfe.pdf?lang=en
- Mamak, H., Temel, A., & Kangalgil, M. (2020). Examining the self-efficacy of primary school teachers and the problems encountered in physical education and game course. *Educational Policy Analysis and Strategic Research*, 15(3), 336-358. Retrieved from https://epasr.inased.org/files/3/manuscript/manuscript_1614/epasr-1614-manuscript-202935.pdf
- Memon, M. A., Ting, H., Cheah, J. H., Thurasamy, R., Chuah, F., & Cham, T. H. (2020). Sample size for survey research: Review and recommendations. *Journal of Applied Structural Equation Modeling*, 4(2), 1-20. Retrieved from https://jasemjournal.com/wp-content/uploads/2020/08/Memon-et-al_JASEM_Editorial_V4_Iss2_June2020.pdf
- Myers, D. (2023). Vicarious learning in organizations. *Harvard Business School*. Retrieved from <https://www.hbs.edu/faculty/Pages/item.aspx?research=7707>
- Nosratabadi, S., Bahrami, P., Palouzian, K., & Mosavi, A. (2020). Leader cultural intelligence and organizational performance. *Cogent Business & Management*, 7(1), 1809310. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/23311975.2020.1809310#abstract>
- Nurindah, N., Akil, M., & Jafar, B. (2019). Teachers' self-efficacy and performance in teaching literature in the interest-based classes at senior high school. *Journal of Language Teaching and Research*, 10(6), 1271-1278. Retrieved from <https://www.academypublication.com/issues2/jltr/vol10/06/16.pdf>
- Oliveira, V. P. D., Nascimento, J. V. D., Salles, W. D. N., Santos, P. C. C. D., Benites, L. C., & Folle, A. (2021). Self-efficacy of university students in Physical Education: Association with personal, academic and professional characteristics. *Journal of*

-
- Physical Education, 32. Retrieved from <https://www.scielo.br/j/jpe/a/TFVt8Lc9LbD5xLXkvKjhx3y/>
- Ostrem, A. (2021). The impacts of mastery experiences, vicarious learning, and role models on engineering self-efficacy in middle school students. Retrieved from <https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1407&context=maed>
- Paroginog, F., Alpuerto, M. D., & Pilongo, L. W. E. (2018). Social skills and academic performance among grade 10 students of the University of Bohol–University High School. *ACADEME University of Bohol, Graduate School and Professional Studies*, 12(1), 1-31. Retrieved from <https://ub-urc.ph/index.php/aubgsps/article/view/87>
- Patidar, J. (2013). *Non-experimental research design*. Retrieved from <http://www.slideshare.net/drjayesshpatidar/nonexperimental-research-design>
- Raue, M., & Scholl, S. G. (2018). The use of heuristics in decision making under risk and uncertainty. *Psychological Perspectives on Risk and Risk Analysis: Theory, Models, and Applications*, 153-179. Retrieved from http://dx.doi.org/10.1007/978-3-319-92478-6_7
- Riggio, R. E. (2024). Developing student leader emotional and social communication skills. *Journal of Campus Activities Practice and Scholarship*, 6(1), 68- 73. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1419736.pdf>
- Rokala, V., Pakarinen, E., Eskelä-Haapanen, S., & Lerkkanen, M. K. (2023). Teachers' perceived self-efficacy and sense of inadequacy across grade 1: Bidirectional associations and related factors. *Scandinavian Journal of Educational Research*, 67(7), 1166-1181.
<https://www.tandfonline.com/doi/full/10.1080/00313831.2022.2116482#abstract>
- Roos, A. L., Goetz, T., Voracek, M., Krannich, M., Bieg, M., Jarrell, A., & Pekrun, R. (2021). Test anxiety and physiological arousal: A systematic review and meta-analysis. *Educational Psychology Review*, 33, 579-618. Retrieved from <https://link.springer.com/article/10.1007/s10648-020-09543-z>
- Salhab, R., Abu-Mukh, Y., Matar, N., & Daher, W. (2020). The influence of field training on pre-service teachers' social skills for teaching. *Universal Journal of Educational Research*, 8(9), 4193-4200. Retrieved from [https://staff-beta.najah.edu/media/published_research/2020/10/02/The Influence of Field Training on Pre-service teachers social skills for teaching.pdf](https://staff-beta.najah.edu/media/published_research/2020/10/02/The_Influence_of_Field_Training_on_Pre-service_teachers_social_skills_for_teaching.pdf)
- Savolainen, H., Malinen, O. P., & Schwab, S. (2022). Teacher efficacy predicts teachers' attitudes towards inclusion—a longitudinal cross-lagged analysis. *International Journal of Inclusive Education*, 26(9), 958-972. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/13603116.2020.1752826#abstract>
- Seneviratne, K. P., Abd Hamid, J., Khatibi, A., Azam, F., & Sudasinghe, S. (2019). Teachers' sense of efficacy: A challenge for professional development towards teaching science as inquiry. *Science Education International*, 30(4), 274-283. Retrieved from <https://www.icaseonline.net/journal/index.php/sei/article/view/163>
-

- Serqueira, A. P., Leme, V. B. R., Quiterio, P. L., & Achkar, A. M. N. E. (2022). Social and educational skills program with elementary school teachers. *Psico-USF*, 27, 87-97. Retrieved from <https://www.scielo.br/j/pusf/a/ZpdmyBTbtg5JRWb8LCJT38n/?format=pdf&lang=en>
- Simkus, J. (2023). Cluster sampling: Definition, method and examples. Simply Psychology. Retrieved from <https://www.simplypsychology.org/cluster-sampling.html>
- Spelt, H. A., Zhang, C., Westerink, J. H., Ham, J., & IJsselsteijn, W. A. (2020). Persuasion-induced physiology as predictor of persuasion effectiveness. *IEEE Transactions on Affective Computing*, 13(3), 1593-1604. Retrieved from <https://ieeexplore.ieee.org/abstract/document/9187561/>
- Supriadi, A. C., & Suryana, A. (2021). Impact of leadership efficacy on teacher teaching performance in elementary schools. *Advances in Social Science, Education and Humanities Research*. Retrieved from <https://www.atlantispress.com/proceedings/icream-20/125952696>
- Tenn, K., Fassett, K. T., Minshew, L. M., White, C., & McLaughlin, J. E. (2023). Exploring cultural intelligence validity and teaching self-efficacy in pharmacy faculty. *American Journal of Pharmaceutical Education*, 87(7), 100075. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0002945923000761>
- Thornberg, R., Wänström, L., Lindqvist, H., Weurlander, M., & Wernerson, A. (2023). Motives for becoming a teacher, coping strategies and teacher efficacy among Swedish student teachers. *European Journal of Teacher Education*, 1-19. Retrieved from <https://www.diva-portal.org/smash/get/diva2:1736255/FULLTEXT01.pdf>
- Umoh, U. E., & Samuel, J. (2023). Charismatic leadership and its role in organizational effectiveness. In *3rd International Conference on Institutional Leadership and Capacity Building in Africa* (p. 48). Retrieved from [https://www.ijilpm.com.ng/assets/vol.%2C-5\(3\)-uwa-enobong-umoh---juliet-samuel.pdf](https://www.ijilpm.com.ng/assets/vol.%2C-5(3)-uwa-enobong-umoh---juliet-samuel.pdf)
- United Nations. (2024). Sustainable development goals. *Department of Economic and Social Affairs*. Retrieved from <https://sdgs.un.org/goals/goal4>
- Vygotsky, L.S. (1962). *Thought and language*. Cambridge, MA: MIT Press. Retrieved from https://books.google.ro/books/about/Thought_and_Language_revised_and_expande.html?id=B9HCIB0P6d4C&redir_esc=y
- Wan, Z. (2023). The impact of charismatic leadership on organizational strategic goals. In *2023 7th International Seminar on Education, Management and Social Sciences (ISEMSS 2023)* (pp. 102-111). Atlantis Press. Retrieved from <https://www.atlantispress.com/proceedings/isemss-23/125993427>
- Wang, Z., Ye, Y., Huang, Q., Liu, X., & Fan, Y. (2024). Fostering employee customer-oriented boundary spanning behaviors: the role of inclusive leadership. *Journal of*

- Travel Research*, 63(5), 1169-1182. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/00472875231187889>
- Weber, M. (1947). *The theory of social and economic organizations* (R.A. Henderson & T. Parsons, Trans.). New York: Free Press. Retrieved from https://books.google.ro/books/about/The_Theory_Of_Social_And_Economic_Organi.html?id=Dle3AAAAIAAJ&redir_esc=y
- Wu, J., & Otsuka, Y. (2022). Adaptation of leadership competence to climate change education: Conceptual foundations, validation, and applications of a new measure. *Leadership*, 18(2), 247-265. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/17427150211029820>
- Wujiabudula, A., & Karatepe, Ç. (2020). A study of pre-service teachers' cultural intelligence and its relationship with metacognitive, cognitive, motivational, and behavioral cultural intelligence. *European Journal of Applied Linguistics Studies*, 3(1). Retrieved from <https://oapub.org/lit/index.php/EJALS/article/view/203>