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**The Relationship between Emotional Intelligence Elements
and Effective Leadership of Master's Students:
A Case of AU MIT Myanmar University**

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Abstract

Emotional intelligence is an important topic in every industry as a tool to measure leadership competencies. Leaders with high emotional intelligence can build a successful team by inspiring and motivating team members to achieve their goals. Many organizations are in demand of highly emotionally intelligent leaders for a competitive and challenging today's world and training future leaders with high emotional intelligence becomes an important matter for academic institutes. Therefore, this research intended to investigate the relationship between emotional intelligence elements: self-awareness, self-regulation, motivation, empathy and social skills, and effective leadership of master's students from AU MIT Myanmar University. Mixed method research was conducted in this study. Quantitative data was gathered from 39 master's students as a sample of this study using a questionnaire, and qualitative data was gathered from interviews with six students. The quantitative data from the Pearson correlation test shows that all emotional intelligence elements correlate with effective leadership. The results of qualitative data by content analysis show that effective leaders are leaders who can know their feelings, and others, and interact or behave by recognizing and managing emotions well and being supportive of others. Finally, strategies for enhancing the emotional intelligence of students from AU MIT Myanmar University will be proposed based on the findings of all results.

Keywords: emotional intelligence, effective leadership, self-awareness, self-regulation, motivation, empathy, social skills

Introduction

Emotional intelligence has become popular nowadays as a measure to identify potential leaders and a tool to develop leadership skills for future leaders (Palmer et al., 2001). Leadership has been one of the most important topics because of the great impact of its concept on all types of organizations. According to Nutley (2022), the global demand for future leaders

is rapidly growing while experiencing a leadership shortage on a global scale, and 85% of business have reported an urgent need to develop employees with leadership potential because 63% of millennials says that they are not being trained appropriately for leadership roles. It shows the state of future leaders today and the importance of training future leaders in academic institutes.

Developing emotional intelligence among students can help them become good leaders, problem solvers, and team players which makes them good leaders. Students with high emotional intelligence are better able to communicate thoughts and feelings effectively which can help build stronger team relationships. It also enhances stronger problem-solving and leadership skills by managing stress and regulating emotions, leading to better problem-solving skills and more effective decision-making.

This research studies AU MIT Myanmar University as a case focusing on the relationship between emotional intelligence elements and effective leadership of master's degree students. AU MIT Myanmar University is a private institution of higher education established in 2018 in Yangon, Myanmar, affiliated with the Assumption University of Thailand. It provides academic programs for undergraduate, postgraduate, and professional certificates that prepare its students for leadership, entrepreneurship, and educational services for those who desire to study at the Assumption University of Thailand (AU MIT Myanmar University, n.d). Since AU MIT Myanmar University is preparing students for leadership roles, supporting the students to enhance emotional intelligence is very important, which can affect leadership effectiveness.

Statement of the problem

Training students in academic institutes to have high emotional intelligence, which can enhance leadership effectiveness, is an important matter nowadays. Leaders with high emotional intelligence are in demand for different organizations. Since universities are preparing students to have high emotional intelligence and leadership skills in different industries, it is very important to include curriculums and programs to enhance emotional intelligence and leadership competencies. Thus, this study is conducted to test the relationship between emotional intelligence elements and effective leadership among master's students at AU MIT Myanmar University as a case and to propose strategies for enhancing the students' emotional intelligence.

Significance of the study

This research will provide new insights into the relationship of self-awareness, self-regulation, motivation, empathy, and social skills as emotional intelligence elements in effective leadership. The findings of this research will benefit the development of the University and society in general. Through this research, the University will understand the emotional intelligence of master's students and will consider training programs for developing effective leadership among students by enhancing their emotional intelligence. The current study lays an initial foundation for the school to understand better how it can prepare its students. Moreover, the analysis presented in this study will convey valuable information for future research exploring the consequences of emotional intelligence and effective leadership.

Research Objectives

1. To identify the relationship between emotional intelligence elements: self-awareness, self-regulation, motivation, empathy, social skills, and effective leadership of master's students from AU MIT Myanmar University
2. To know the insights of master's students on emotional intelligence elements: self-awareness, self-regulation, motivation, empathy, social skills, and effective leadership
3. To propose strategies for enhancing the emotional intelligence of the students based on the results of the study

Research Questions

1. What is the relationship between self-awareness, self-regulation, motivation, empathy, social skills, and effective leadership among master's students from AU MIT Myanmar University?
2. What will be the insights of master's students on emotional intelligence elements: self-awareness, self-regulation, motivation, empathy, social skills, and effective leadership?
3. What strategies can be proposed to enhance the emotional intelligence of the students?

Scope and limitation of the study

The scope of this study is to determine the relationship between self-awareness, self-regulation, motivation, empathy, social skills, and effective leadership among master's degree students of AU MIT Myanmar University and to propose strategies that can enhance the emotional intelligence of the students. This study mainly focuses on the correlation of self-awareness, self-regulation, motivation, empathy, social skills, and effective leadership by analyzing the emotions of the students and behavior on leadership. The sample size of this study is students from AU MIT Myanmar University who are studying for master's degrees in different programs which are MBA, MMOD, MED EAL, M.S Mgt, and M.Sc.

As a limitation of the study, responses from all students are not received and only some respondents are available for the survey as most students are studying with full-time jobs and it is difficult to find time to participate in the survey. The researcher communicated and requested MMOD students individually for interviews and students from other programs were asked for interviews by the program coordinator of AU MIT Myanmar University via email. However, only MMOD students accepted for interviews. The sample size of this study is small and cannot represent

Literature Review

Emotional Intelligence (EI)

Emotional intelligence is recognizing and regulating emotions in ourselves and others to make effective decisions (Dhani & Sharma, 2016). EI is the ability to accurately perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth (Mayer et al., 2004).

Emotional intelligence has become a satisfactory and appropriate theoretical scaffold within organizational and educational fields to organize their everyday work, both for evaluative and formative tasks (Caruso & Salovey, 2004; Feldman-Barret & Salovey, 2002). According to all the research done in the emotional intelligence field, there are three main branches of emotional intelligence models which are the ability model developed by Peter

Salovey of Yale University and John Mayer of the University of New Hampshire, mixed model developed by Daniel Goleman, and trait model developed by Konstantin Vasily Petrides (Weebly, n.d). The ability model considers emotional intelligence as pure mental ability, meaning pure intelligence, while the trait model refers to individual perceptions of own emotional abilities, and the mixed model is a combination of mental capacity with personality traits (Sfetcu, 2020). In this research, the mixed model of Daniel Goleman will be studied.

Goleman's Mixed Model of Emotional Intelligence

Daniel Goleman proposed a mixed model in terms of performance by combining an individual's abilities and personality and implementing their corresponding effects in the workplace, which is more practical (Goleman, 2001). Goleman (1995) defined EI as the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and our relationships and mentioned that around 90% of the difference between the best top and average managers is due to different levels of emotional intelligence rather than the more traditional measure of rational intelligence. Thus, EI improves a person's personal and professional life (Cichy et al., 2009). Emotional Intelligence is a set of learned skills and competencies in Goleman's model that affect leadership performance. Thus, the Mixed Model is used in a corporate or professional setting to train and evaluate management potential and skills (Universal Class, n.d). Daniel Goleman's model focuses on the abilities required for leadership performance which include five main EI constructs:

1. Self-awareness
2. Self-regulation
3. Social skills
4. Empathy
4. Motivation

Self-awareness is the ability to identify one's emotions and recognize their impact while using gut feelings to guide decisions (Dhani & Sharma, 2016). Ahmed et al. (2016), cited as state that this includes identifying the intensity of the emotion, the tell-tale signs of body language, and certain triggers and behaviors that induce emotions in us and others. Stanford rates soft skills like self-awareness as one of the pillars of managerial capabilities that predicts managerial effectiveness and leadership success (Showry & Manasa, 2014). Self-awareness is associated with successful leadership and there is increasing evidence of empirical research suggesting that an influencing factor in developing leadership skills is self-aware (Ashley & Reiter-Palmon, 2012).

Self-regulation is the ability to manage disruptive emotions and impulses and think before reacting to the situation while understanding own behavior and reactions. It helps to keep calm under conflict or pressure to make the right decision by preventing harmful or unhelpful behavior. Self-regulating leaders can control their emotions and responses well to certain situations. Understanding how people think and feel about themselves and how they use their skills and self-regulation strategies is a unique area for understanding ways to choose and develop successful leaders (Riggo, Murphy & Pirozzolo, 2001).

Social skills are a collection of skills, including communication, problem-solving, decision-making, assertiveness, interactions with peers and groups, and self-management (Agalotis & Kalyva, 2008). Both verbal and non-verbal behaviors are defined as social skills

and positive social skills can lead to positive social relationships with peers. Zat'ková and Poláček (2015) proved that there was a connection between social skills and management position, and it showed that social skills influence success in the managerial position and the career growth of the managers.

Empathy is better understanding others' feelings, predicaments, and challenges (Marques, 2010). According to Goleman (2000), and Mencl and May (2009), it also can be considered a skill of sensing other people's emotions, allowing for understanding beyond someone's apparent surface behavior by putting oneself in another's shoes and taking an active interest in their concerns. Empathy skills allow leaders to understand better other peoples' perspectives and opinions and make the work environment more enjoyable and productive (Voss et al., 2010). The study by Rahman and Castelli (2013) confirmed that empathy has a significant impact on leadership effectiveness as well as the growth of organizational performance and leadership effectiveness depending on the empathetic skills of a business leader. Empathy is a pivotal leadership tool in today's global market and leaders with higher empathy appear more effective.

Motivation drives someone to do an activity to get the best results (Safitri & Patrisia, 2019). Indrawan (2021) mentioned that motivation is a factor that encourages someone to do a particular activity and is interpreted as a factor that drives a person's behavior. Leaders must ensure that employees are motivated to reach their potential, have job satisfaction, and obtain organizational goals (Arnolds & Boshoff, 2002). Jensen (2018) surveyed employee motivation and highlighted the important role of leaders in motivating employees to achieve high performance and some practical tools to increase employee motivation.

Leadership Theories

Leadership is the ability of an individual or a group of people to influence and guide followers or members of the team or organization. Leadership is very important in every sector, and the success of an organization or team depends on leaders. Good leaders can keep their company on track to success by influencing people and generating new ideas for innovation. Researchers have proposed many different definitions and theories about leadership, and many studies have been done for centuries. That emphasized how people become leaders and how to be great leaders. Leadership theories describe how and why certain individuals become leaders. Benmira and Agboola (2021) reviewed the historical evolution of the main leadership theories and mentioned four main eras in leadership theory, which are trait, behavioral, situational, and new leadership. The new leadership era includes transactional transformational theories (1990s) and others (2000s). Transactional leadership theory is leadership that refers to a cost-benefit exchange, and transformational leadership theory focuses on an inspirational style pushing followers to higher levels of achievement. Leadership theory later shifted to concepts that led to the development of shared, collective, and collaborative leadership practice (Kukenberger & D'Innocenzo, 2020).

Effective Leadership

Leadership effectiveness can be considered as an outcome when the individuals in leadership positions can impact a group to perform their roles with positive organizational outcomes (Dhar & Mishra, 2001). A leader is a person who sets the goals for teammates and

leads them to achieve the goals (Malik & Azmat, 2019). Leaders need to be able to influence others and the most effective way to influence people is to show leadership with interpersonal skills. Englefield et al., (2019) mentioned in the study of interpersonal competencies define effective conservation leadership that competencies related to establishing and building personal relationships are considered most important, both within teams and initiatives, and more broadly with stakeholders (Azim et al., 2010; Awan et al., 2015). Moreover Liu, et al., (2002) stated that leadership effectiveness is the extent to which employees believe that their managers are successful as leaders and quality relationships with followers are the foundation of leadership effectiveness. However, the outcomes and measurements of leader effectiveness can scientifically vary from study to study (Madanchian et al., 2017)

Emotional Intelligence and Effective Leadership

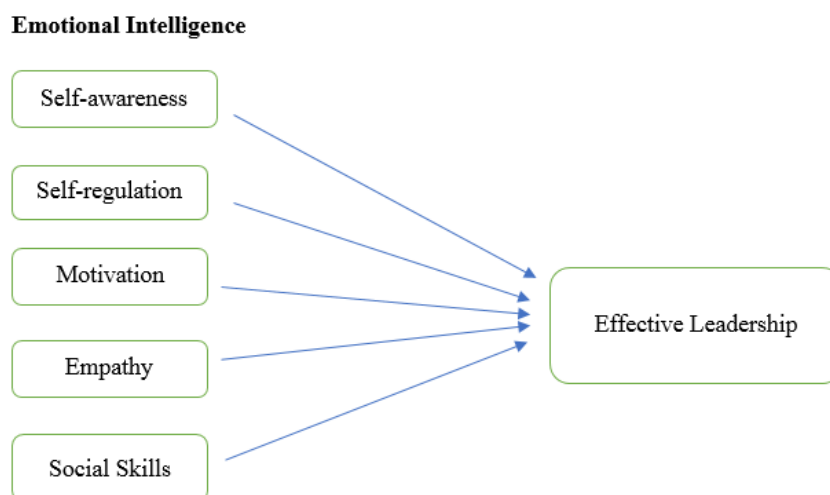
Managers who can think about emotions accurately and clearly can be able to anticipate, cope with, and effectively manage change (Mayer & Caruso, 2002). Emotional Intelligence focuses on awareness of others' emotions and interacting or responding in a certain situation by knowing and controlling the emotions. It helps leaders to process their emotions positively by improving self-awareness, increasing accountability, cultivating communication, and building trust relationships.

Many researchers have been discussing the importance of measuring leadership to all organizations as they strive to equip their employees with leadership skills (Nabih et al., 2016). Goleman (1995) argued that effective leaders possess a higher degree of emotional intelligence and Goleman (2001) indicates that high EI leaders contribute significantly to organizational success by possessing the capability to understand the feelings of others and managing their own emotions for mutual trust. Nabih et al. (2016) studied the impact of emotional intelligence on leadership effectiveness within the employees in one Egypt company by using four dimensions of emotional intelligence which are self-emotion appraisal, others' emotion appraisal, regulation of emotion, and use of emotion and it is proved that emotional intelligence has a strong impact on leadership effectiveness. Mullen et al. (2019) stated that greater emotional intelligence correlates with greater leadership self-efficacy. There is growing evidence that the range of abilities that constitute emotional intelligence plays a key role in determining success both in personal life and in the workplace (Batool, 2013). Prezerakos (2018) studied the effect of emotional intelligence on effective leadership among nurse managers and the results showed that emotional intelligence is a useful tool for leaders and contributes decisively to the achievement of effective management.

Conceptual Framework

Figure 1

Conceptual Framework Developed by Researcher



This study tested the relationship of the variables: self-awareness, self-regulation, motivation, empathy, and social skills as emotional intelligence elements and effective leadership.

Research Methodology

Research Hypotheses

- H1: Self-awareness has a significant relationship with effective leadership.
- H2: Self-regulation has a significant relationship with effective leadership.
- H3: Motivation has a significant relationship with effective leadership.
- H4: Empathy has a significant relationship with effective leadership.
- H5: Social skills have a significant relationship with effective leadership.

Research Design

To accomplish this research study, the researcher used mixed method which is quantitative and qualitative research. The qualitative data was collected by online interviewing six master's students from AU MIT Myanmar University as only this sample size is available for interview. The quantitative data was collected from an online questionnaire distributed to master's students of different programs from AU MIT University to determine the relationship between self-awareness, self-regulation, motivation, empathy, and social skills with effective leadership among the students.

Quantitative Research

A structured survey questionnaire was used to collect the quantitative data from master's students, designed in English. A total of 26 questions were formulated, and the questionnaire is divided into two parts: demographic questions and scale items on self-awareness, self-regulation, motivation, empathy and social skills, and effective leadership. The

questionnaire used the five-point Likert scale was used by ranging from 1 to 5 (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree).

Qualitative Research

Qualitative data was obtained from focus group interviews with master's students to gather insights on emotional intelligence and effective leadership. The interview questions are:

- What does emotional intelligence (Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills) mean for you?
- Based on your experience, what are the three best personal qualities of an effective leader you admire most? What three best things do they do in leading a team effectively?
- As a future leader and manager, what one (1) key priority area do you want to enhance in terms of emotional intelligence that makes you an effective leader? How do you want to develop it?
- In your opinion, how could your current graduate program support you to improve your emotional intelligence?

Population, Sampling Technique and Sample Size

The target population of this research is 58 master's students from different programs: MBA, MMOD, MED EAL, M.S Mgt, and M.Sc of AU MIT Myanmar University. The survey forms were distributed online for quantitative data collection to all master's students through the university program coordinator. Master's students were requested for individual online interviews and only six MMOD students accepted for interviews. Therefore, the individual online interview was conducted with six MMOD students as a sample size for qualitative data. A total sample size of 39 was taken for quantitative data to represent the whole population according to the responses from the master's students.

Data Collection Method

The questionnaire was used as the main data-gathering instrument and the survey questionnaires were built in the Google survey form. This survey form was distributed as a link to students through the program coordinator, and this is an easy and efficient method to gather the data. Definitions of the variables were mentioned in the survey; respondents can answer their opinions with a good understanding by reflecting on their actual emotions and actions in daily life. Responses from the Google survey form were directly collected in the system. The researcher contacted students from MMOD programs and requested interviews to gain insights into emotional intelligence elements and effective leadership for qualitative data. Individual interviews were conducted as an online meeting via Skype and Line by considering to save the time and convenient schedule of students.

Data Analysis Method

The data gathered in this study will be subjected to inferential and descriptive analysis for quantitative study. Hypothesis testing tests the relationship of the variables which are self-awareness, self-regulation, motivation, empathy, social skills, and effective leadership. Content analysis from six individual online interviews was used to find a common theme for making a

recommendation with three coders for qualitative analysis.

Pilot testing was conducted before starting the research by using the Cronbach Alpha Test to determine the reliability of the proposed research method. The test result indicates that scores of the variables are greater than 0.6 and they are reliable. The researcher used Item Objective Congruence (IOC) to determine the validity of the questionnaire. The results indicate that there is a total of 25 questions and the acceptance rate of five questions is less than 0.66. Fifteen questions were rated as 1 and 5 questions were rated as 0.66 average.

Result and Discussion

Demographic Data

Most of the respondents from master's students are 25-34 years old with 26 responses (66.7%) out of 39 and others are 35-44 years old with 8 responses (20.5%), 18-24 years old with 4 responses (10.3%) and 45-54 years old with one response (2.6%). Among the respondents, 27 (69.2%) are female, 11 (28.2%) are male and 1 (2.6%) responded under prefer not to say. 51.3% of the respondents are employed full-time, 30.8% are self-employed, 10.3% are students, 5.1% are employed part-time, and 2.6% of the respondents are unemployed. 40% of respondents from this study are currently working in middle management, 34.3% in top management, 17.1% are officers and 8.6% are working as an assistant.

Descriptive Analysis of the Variables

Table 1 shows the results of descriptive analysis of the variables in the study. The questions for self-awareness have a mean between 3.4 and 4, with the highest mean of 3.95 and standard deviation of 0.826. This indicates that master's students from AU MIT Myanmar University know and understand their emotions and others and their impact on behaviors. Statements for self-regulation have a mean between 3.1 and 4.1, with the highest mean of 4.03 and standard deviation of 0.707. This indicates that master's students know and analyze their thoughts and moods and control them before taking action. Statements for motivation have the highest mean, 4.10, and the lowest mean, 3.59, with the standard deviation of 0.821 and 0.880. This indicates why master's students from AU MIT Myanmar University are self-motivated to attain certain success or results. Statements on empathy have a mean between 3.2 and 4, with the highest mean of 4.03 and a standard deviation of 0.668. The statement with the highest mean is "I always try to help to calm someone when the person is afraid or sad" and the statement with the lowest mean is "I become sad when I am around a sad person". This indicates that master's students from AU MIT Myanmar University can understand others' emotions and feelings and are also willing to share the same feelings. Statements for social skills have the highest mean, 3.92, and lowest mean, 3.10, with the statement "When people are speaking, I give full attention without interrupting" and "I usually feel uncomfortable touching or interacting with the people". This indicates that master's students from AU MIT Myanmar University understand how to interact with others in a given social context.

Statements for effective leadership have a mean between 3.5 and 4.3, with the highest mean of 4.26 and a standard deviation of 0.549 which the statement is "I give team members lots of appreciation and support for their contributions". The second highest mean is 4.15 with the statement "I recognize individuals for their contribution to the success of the team's work"

and the statement with the third highest mean, 4.08, is “I create an atmosphere of mutual trust in the projects I lead”. This indicates that master’s students from AU MIT Myanmar University can lead teams effectively by supporting, empowering, recognizing, appreciating members, and influencing.

Table 1*Descriptive Analysis Results for Variables*

Variables	Questions	n	Mean	Standard Deviation
Self-Awareness 1	I am able to identify my emotions in different situations.	39	3.79	0.894
Self-Awareness 2	I believe that my moods impact the people around me.	39	3.95	0.826
Self-Awareness 3	I find it easy to express how others feel in different scenarios.	39	3.51	0.854
Self-Regulation 1	I can talk to someone if I am very upset.	39	3.23	1.04
Self-Regulation 2	I am able to analyze my thoughts.	39	4.03	0.707
Self-Regulation 3	I concentrate on a pleasant activity when I am feeling low.	39	3.44	1.05
Motivation 1	I always set goals for myself and then try my best to achieve them.	39	4.10	0.821
Motivation 2	I always tell myself I am a competent person.	39	3.59	0.880
Motivation 3	I am a self-motivating person.	39	4.00	0.795
Empathy 1	I become sad when I am around a sad person.	39	3.31	0.893
Empathy 2	I always try to help to calm someone when the person is afraid or sad.	39	4.03	0.668
Empathy 3	I understand the feelings of people from their behavior.	39	3.87	0.732
Empathy 4	I never hesitate to help someone who is in hardship.	39	3.97	0.628
Social Skills 1	When people are speaking, I give full attention without interrupting.	39	3.92	0.807
Social Skills 2	It is often hard for me to keep a "straight face" when telling a joke or humorous story.	39	3.64	0.903
Social Skills 3	I usually feel uncomfortable touching or interacting with people.	39	3.10	0.852
Effective Leadership 1	I give people a lot of discretion to make their own decisions.	39	3.64	0.707
Effective Leadership 2	I create an atmosphere of mutual trust in the projects I lead.	39	4.08	0.480
Effective Leadership 3	I get others to feel a sense of ownership for the projects they work on.	39	3.90	0.502

Variables	Questions	n	Mean	Standard Deviation
Effective Leadership 4	I recognize individuals for their contribution to the success of the team's work.	39	4.15	0.489
Effective Leadership 5	I give team members lots of appreciation and support for their contributions.	39	4.26	0.549

Inferential Analysis of the Variables

Pearson Correlation

Table 2

Pearson Correlation

Scale of correlation coefficient	Value
$0 < r \leq 0.19$	Very Low Correlation
$0.2 < r \leq 0.39$	Low Correlation
$0.4 < r \leq 0.59$	Moderate Correlation
$0.6 < r \leq 0.79$	High Correlation
$0.8 < r \leq 1.0$	Very High Correlation

The strength of the relationship among the variables was determined based on the above table 2. (Selvanathan et al., 2020).

Results for Pearson Correlation on Effective Leadership

Table 3

Results for Pearson Correlation on Effective Leadership

Independent Variables	n	Pearson Correlation Value (r)	P Value	Strength of Relationship
Self-Awareness	39	0.562***	< 0.001	Moderate Correlation
Self-Regulation	39	0.592***	< 0.001	Moderate Correlation
Motivation	39	0.418**	0.008	Moderate Correlation
Empathy	39	0.351*	0.029	Low Correlation
Social Skills	39	0.404*	0.011	Moderate Correlation

Table 3 shows that variables have P values that are less than 0.05. Self-awareness has a moderate correlation with effective leadership with an r value is 0.562. Self-regulation has a moderate correlation with effective leadership with an r value is 0.592. Motivation has a moderate correlation with effective leadership with an r value is 0.418. Empathy has a low correlation with effective leadership with an r value is 0.351 and social skills have a moderate correlation with effective leadership with an r value is 0.404.

Table 4*Summary of Hypotheses Testing*

Hypotheses	P Value	Pearson Correlation Value (r)	Strength of Relationship	Testing Result
H1: Self-awareness has a significant relationship with effective leadership.	< 0.001	0.562***	Moderate Correlation	Supported
H2: Self-regulation has a significant relationship with effective leadership.	< 0.001	0.592***	Moderate Correlation	Supported
H3: Motivation has a significant relationship with effective leadership.	0.008	0.418**	Moderate Correlation	Supported
H4: Empathy has a significant relationship with effective leadership.	0.029	0.351*	Low Correlation	Supported
H5: Social skills have a significant relationship with effective leadership.	0.011	0.404*	Moderate Correlation	Supported

Table 4 shows the result of hypotheses testing and the P value of all variables have less than 0.05. A P value less than or equal to your significance level (typically ≤ 0.05) is statistically significant (McLeod, 2023). It means that all of the hypotheses that have a P value less than 0.05 are supported.

Results of Qualitative Analysis by Content Analysis

Table 5 shows qualitative data results from content analysis of individual interviews with master's students about the relationship between emotional intelligence elements and effective leadership.

According to the results from question (1), emotional intelligence for master's students is having self-awareness, understanding others' emotions and behaviors, having self-motivation, good networking, and having self-control before taking actions or responses. It shows that students understand emotional intelligence well. According to the results from question (2), students assume a person who has self-awareness, self-regulation, and accountability is an effective leader, and these effective leaders understand others' emotions and feelings, empathetic and supportive. It shows that leaders who have high emotional intelligence are effective. Question (3) shows that the area of emotional intelligence is wanted to be improved by master's students and students would like to improve self-awareness, self-regulation, empathy, self-motivation, and understanding of others' feelings and emotions. Students will improve it by practicing emotional intelligence in their daily lives by learning from role models, being optimistic, being self-aware and self-regulated, and having goals and implementing them. Question (4) shows suggestions for students to improve their emotional intelligence with support from AU MIT Myanmar University graduate programs. Suggestions are as follows:

- To have face-to-face classes
- To have more discussion about EI during class
- To include EI as one topic in the curriculum
- To invite external speakers who are EI experts

- To teach or learn more about psychological mechanism
- To include practical sessions to enhance EI

Table 5*Results of Qualitative Analysis by Content Analysis*

Questions	Common Themes
1. What does emotional intelligence (Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills) mean for you?	<ul style="list-style-type: none"> - Self-awareness - Understanding others' emotions and behavior - Self-motivation - Networking - Self-control before taking action or responses
2. Based on your experience, what are the three best personal qualities of an effective leader that you admire most? What 3 best things do they do in leading a team effectively?	<ul style="list-style-type: none"> - Self-awareness - Self-regulation - Accountability - Understanding others' feelings and emotions - Empathy - Supportive
3. As a future leader and manager, what one (1) key priority area do you want to enhance in terms of emotional intelligence that makes you an effective leader? How do you want to develop it?	<ul style="list-style-type: none"> - Self-awareness - Self-regulation - Empathy - Self-motivation - Understanding others' feelings and emotions - Learning from a role model - Practice in daily life, Being optimistic - self-awareness and self-regulated - Having goals and implementation
4. In your opinion, how could your current graduate program support you to improve your emotional intelligence?	<ul style="list-style-type: none"> - In-person class, more discussion - Inviting external speakers - Including EI as one topic in the curriculum - Teaching or learning more about psychological mechanism - Including practical sessions to enhance EI

Conclusion and Recommendations

Juxtapose Qualitative & Quantitative Analysis Results

Table 6

The conclusion from Qualitative & Quantitative Analysis of Current Situation

Common Results		
Variables	Quantitative (Descriptive analysis of the variables)	Qualitative (Summary from the individual interview)
Self-Awareness	Master's students from AU MIT Myanmar University know and understand their emotions and others and their impact on behaviors.	Self-awareness (Understanding own's emotions and feelings and its effect on others)
Self-Regulation	Master's students know and analyze their thoughts and moods and control them before taking action.	Self-regulation (Self-control before taking action or responses)
Motivation	Master's students from AU MIT Myanmar University are self-motivated to attain certain success or results.	Self-motivation
Empathy	Master's students from AU MIT Myanmar University can understand others' emotions and feelings and are also willing to share the same feelings.	Empathy (Taking actions by understanding others feelings and emotions)
Social Skills	Master's students from AU MIT Myanmar University understand how to interact with others in a given social context.	Networking (Building good relationships)
Effective Leadership	Master's students from AU MIT Myanmar University can lead teams effectively by supporting, empowering, recognizing, appreciating members, and influencing.	Supportive (Giving encouragement and empowerment)

Table 6 shows the common results of quantitative and qualitative analysis of the current situation of master's students based on the statements of highest mean and summary from the individual interview by inter-coding. The conclusion of the analysis indicates that master's students from AU MIT Myanmar University understand emotional intelligence, and have high emotional intelligence, by understanding feelings, emotions, and their impact, knowing self before taking action, motivating, feeling in others' situations and emotions, and having proper interaction in social context to build a good relationship with others. Moreover, students assume a supportive leader is an effective leader, and they are also supportive leaders by giving encouragement and chances for the followers to develop. It also shows that students who have high emotional intelligence are effective leaders.

Conclusion of the research

The research is designed to test the relationship between emotional intelligence elements and effective leadership of master's students from AU MIT Myanmar University based on their experiences in current roles. Self-awareness, self-regulation, motivation, empathy, and social skills are used as five dimensions of emotional intelligence. 39 responses from master's

students were analyzed in a quantitative study and 40% of master's students are working in middle management and 34.3% are taking a position in top management. A total of 74.3 % of the respondents are the leaders of respective teams or organizations from management positions and the results of this study determined the relationship-between self-awareness, self-regulation, motivation, empathy, social skills, and effective leadership.

Based on the results from the Pearson correlation, self-awareness, self-regulation, motivation, and social skills of master's students from AU MIT Myanmar University have a moderate correlation with effective leadership while empathy has a low correlation. It means that self-awareness, self-regulation, motivation, empathy, and social skills which are elements of the emotional intelligence of Master's students have a significant relationship with effective leadership.

Qualitative findings show that effective leaders are leaders who can know their feelings, and others' feelings, and interact or behave by recognizing and managing emotions well and being supportive of others. Qualitative results also show that emotional intelligence elements which are self-awareness, self-regulation, and motivation are key components to becoming an effective leader.

The findings of the research show that emotional intelligence is necessary to lead and manage organizations effectively and it is very important for academic institutes to train future leaders who have high emotional intelligence. Under the challenging situations of Myanmar concerning political tension and economic crisis, leaders with emotional intelligence are required in every organization to make correct decisions and to lead the organizations to success by managing their emotions well under stressful situations. Emotional intelligence contributes to people's capacity to work effectively in terms of, managing stress, and leading others effectively (Rosete & Ciarrochi, 2005). Leary, et al., 2009, also mentioned that emotional intelligence helps to improve leadership and performance which affects leaders' effectiveness.

Recommendations

According to the results from qualitative and quantitative studies, below table 7 shows the recommendations or strategies for the university to enhance the emotional intelligence of the students for effective leadership.

Table 7*Recommendations for University*

Hypotheses that have a significant relationship (1)	Quantitative (Descriptive analysis of the variables) (2)	Qualitative interview with key points (3)	Recommendations based on juxtaposed qualitative and quantitative data (#1, #2, #3)
H1: Self-awareness has a significant relationship with effective leadership.	Master's students from AU MIT Myanmar University know and understand their emotions and others and their impact on behaviors.	Effective leaders have a good awareness of self-behavior.	Self-awareness training
H2: Self-regulation has a significant relationship with effective leadership.	Master's students know and analyze their thoughts and moods and control them before taking action.	Effective leaders have good emotional control.	Practicing Self-regulation strategies
H3: Motivation has a significant relationship with effective leadership.	Master's students from AU MIT Myanmar University are self-motivated to attain certain success or results.	Effective leaders are Self-motivated and encourage others to succeed.	Promote self-motivation in the classroom
H4: Empathy has a significant relationship with effective leadership.	Master's students from AU MIT Myanmar University can understand others' emotions and feelings and are also willing to share the same feelings.	Empathy (Taking actions by understanding other feelings and emotions)	Teaching empathy
H5: Social skills have a significant relationship with effective leadership.	Master's students from AU MIT Myanmar University understand how to interact with others in a given social context.	Effective leaders have good communication skills and build good relationships with others.	Social events and relationship-building activities

Self-awareness training: Including self-awareness training in the University's program can provide knowledge, skills to self-reflect, and understanding emotional intelligence to students. Self-awareness training will help the students to understand their emotions and to identify their strengths, and weaknesses.

Practicing self-regulation: Self-regulation can be practiced by guiding students to self-beliefs, and goal setting, by promoting reflective dialogue, by providing corrective feedback, and by helping students to improve problem-solving and decision making.

Promote self-motivation in the classroom: Self-motivation can be promoted in the classroom by empowering the students to take an active role in decisions and make learning exciting. A self-motivated person can encourage others to be motivated too. Setting future goals is also a good way to gain motivation and it can encourage the students to follow their passions.

Teaching empathy: The skills that students learn in the class for having empathy can change their interaction with others and can avoid being quick to criticize and blame others for conflicts. Teachers have to be role models of the students and demonstrate to them that they

understand that students' perspectives and behavior. Active listening has to be promoted in the classroom and empathetic communication is needed to be demonstrated. Moreover, community projects have to be implemented for participating by students and differing judgment is one of the ways to practice empathy and learning.

Social events and relationship-building activities: Relationship-building activities and social events like coffee chats, group meals, team trips, group projects, and profile interviews with each other and making a presentation about it are exercises that enhance bonding and interaction between students. Moreover, it can also strengthen connections and lead to greater productivity, high morale, and more effective teamwork in the workplace.

Recommendations for Future Study

Future studies can be done on doctoral students or in other academic institutions to see the relationship between emotional intelligence and effective leadership by using the same variables or other different variables like self-management, social awareness, and relationship management. Future research can use this study for the comparison of the results to confirm the relationship between emotional intelligence and effective leadership.

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