

**YANGON UNIVERSITY OF ECONOMICS
DEPARTMENT OF COMMERCE**

**THE EFFECT OF EMOTIONAL INTELLIGENCE ON
LEADERSHIP STYLES OF MANAGERS IN SELECTED
PRIVATE BANKS**

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**THE EFFECT OF EMOTIONAL INTELLIGENCE ON
LEADERSHIP STYLES OF MANAGERS IN
SELECTED PRIVATE BANKS**

**This thesis is submitted to the Board of Examiners in Partial Fulfillment of the
Requirement for Degree of Master of Commerce (M.Com)**

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ABSTRACT

This study analyzed the effect of emotional intelligence on leadership styles of managers in Myanmar Private Banks. Two objectives were intended for this study. The first objective was to describe the level of emotional intelligence and leadership styles of managers in Myanmar Privates. The second objective was to analyze the effect of emotional intelligence on leadership styles of managers in Myanmar Private Banks. To attain the objectives, both primary and secondary data were utilized and the data was gathered from five private banks with a sample of 40% or 130 managers. The results showed that managers in selected private banks have the high level of emotional intelligence and the majority of managers adopted participative leadership style and followed by transformational and situational leadership. Transactional leadership style was applied as a least adopted style by manages of private banks. Moreover, one emotional intelligence factor, which is relationship management, out of four emotional intelligence factors has the strongest impact on four leadership styles. Thus, to be effective leadership style for obtaining goals of the private banks and for meeting stated vision and mission, all of the responsible persons should need to implement and design proper training programs concerned with relationship management.

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LIST OF ABBREVIATIONS

ATM	Automated Teller Machines
AYA	Ayeyarwady Bank
BOP	Balance of Payment
CB	Co-operative Bank
CBM	Central Bank of Myanmar
CBML	Central Bank of Myanmar Law
CR	Contingent Reward
EA	Emotional Attention
EC	Emotional Clarity
ECI	Emotional Competence Inventory
EI	Emotional Intelligence
EQ-I	Emotional Quotient Inventory
ER	Emotional Repair
FIL	Financial Institutions Law
FIML	Financial Institutions of Myanmar
IA	Idealized Influence (Attributes)
IB	Idealized Influence (Behaviors)
IC	Individualized Consideration
IM	Inspirational Motivation
IS	Intellectual Stimulation
KBZ	Kanbawza Bank
MAB	Myanmar Agriculture Banks
MAB	Myanmar Apex Bank
MBEA	Management-by-Exception: Active
MBEB	Management-by-Exception: Passive
MEB	Myanmar Economic Banks
MFTB	Myanmar Foreign Trade Banks
MIC	Myanmar Insurance Cooperation
MOPF	Ministry of Planning and Finance
MPF	Military Production Factories
MPU	Myanmar Payment Union

MSCEIT	Mayer, Salovey and Caruso Emotional Intelligence Test
PDM	Participative Decision Making
POS	Point of Sale
RBI	Reserve Bank of India
SME	Small and Medium Enterprise
SOBs	State-owned Banks
UAB	United Amara Bank
UNGC	United Nations Global Compact

CHAPTER 1

INTRODUCTION

To develop the economy of a nation, the financial system of that nation plays an important role which needs to consider. Today, the banking sector plays as a foundation of contemporary business and this sector is like the intelligence of a nation's economy. Every nation mostly relies on its banking system for the development of the country. A bank also known as service providing business is an organization which concerns with finance and it also concerns with deposits and advances and other financial services. A customer who wants to save money keeps his money in the bank as a kind of deposit and a customer who wants more money can borrow from it. Most of the organizations' objectives including banking industry are to obtain competitive advantages and to be effective and efficient compared with their competitors within their industry. To obtain competitive advantage, leadership styles of managers are one of the most important inputs for the organization. Moreover, how to manage their emotion among the conflicts and difficult situations is one of the most important points to achieve the organization's goals.

Emotional intelligence (EI) is a strongly emerged modern theory in the management area. In management area, several researches about the function of emotional intelligence have been carried out while many psychologists have begun in learning and researching emotional intelligence. Therefore, research has also claimed that a clear relationship exists between emotional intelligence and leadership. Today, emotional intelligence begin as roots to study in the area of organizational behaviors and human resource (Goleman, 1995)

First, Emotional intelligence was defined by Peter Salovey and Jack Mayer as "the ability to recognize emotions, to control and to utilize them to direct decision making. (Salovey, P., & Mayer, J.D. 1990). The godfather of emotional intelligence, Daniel Goleman who wrote *Primal Leadership* defined as leadership's role concerning emotional intelligence as "when leaders make resonance, their essential job is to have good feelings over people they lead. Therefore, this statement requires that the essential function of leader is emotion" (Goleman, 2002, P1). Moreover, emotional intelligence reviews the ability to interpret and realize one's own feelings and those of others in social environment, to uncover the hints of emotional response, and to use

such understanding to control others via emotional regulation and influence. Therefore, this denotes essential skills for successful leadership. Recent researches have shown that about eighty percent of success in existence and profession is attributed to the emotional intelligence and only about twenty percent is contributed to intelligence quotient. Therefore, the performance of the leader and his or her leadership success are mainly created and regulated by emotional intelligence.

The other important element for organization's success is how managers lead over their subordinates. The leadership styles of leaders were analyzed by researchers and how they will influence their subordinates. It is important to note that the distinction between leadership and leadership styles is important while studying leadership. Leadership refers to "providing one's performance to raise to higher standard, rising of his/her idea to higher position, building of his/her traits beyond its normal restrictions" (Drucker, P.F. 1996). Leadership style diversely refers to "the mean in which the roles of leadership are conducted and in which managers commonly perform regarding group members" (Mullins, 1999). Recent research in leadership attempted to recognize the quality of effective leaders which result in three well-known theories: transformational, transaction and laissez-fair leadership. According to Bass and Avolio (1994), leaders who use transformational leadership encourage employees to perform more than they initially aimed and thought. They expect more challenging goals to achieve higher performance. Leaders use transaction leadership as an exchange for reward and punishment and as an incentive to influence followers into performing tasks (Avolio & Bass, 2002). This leadership also served as the basis for the establishment of the transformational leadership (Avolio, 1999). Laissez-faire leaders reject responsibility and avoid making decisions (Robbins, 1998).

The vital elements for effective organization are the functions of leadership and the most convenient of its styles. In most researches, transformational leadership behavior had been regarded as effective leaders because they have been set up to declare and create attraction vision and to motivate their subordinates to attain that vision. This is useful to every organization, especially for today banking industry which faces high competitions. Therefore, it can be concluded that both emotional intelligence and leadership had to studied with the behavior of oneself and of the others around him including supervisor, subordinates, coworkers, and clients.

1.1 Rationale of the Study

The Central Bank of Myanmar (CBM) was established as the Union Bank of Burma in 1948 and it performed as the nation's primary monetary power. Central Bank of Myanmar (CBM) operates to make sure price constancy in financial system. In the middle of 1963 and 1990, Myanmar banking system was completely led by state-owned banks (SOBs). In 1963, private banks had been taken into the public sector and after this, integrated by the martial government. Nowadays, 27 domestic private banks play as a main role in Myanmar's financial sector and currently, Myanmar's banking sector has changed extremely. By the reason of huge unused probable of the financial sector, banks are growing more competitive in creating their modernistic services, such as online payment system, mobile banking and other related service and applications

For maintaining existing customers and attracting new ones, many private banks in Myanmar have competed their performance by using various approaches. To become more customizable banks, all of the banks have made different sorts of innovations that advance their financial performance. But all of the banks need to consider that not to impinge on any employee's mental and psychological happiness. An excess amount and severe burden of work, inflexibility about work deadlines, longer working hours, and fear about firing of job are general problems among bank employees and in consequence these results have led to high stress level and imbalance between work and life. "Within the periods of financial crisis, anxiety of employees about the uncertainty of work heads up their negative and defensive attitude, changes to another jobs and finally this leads to decreasing customer demand" (Bushra, F., Usman, A., Naveed, A., 2011).

Therefore, these work situations in the banks need leaders who can communicate with employees' feelings and emotions and who can actually supervise these emotions in order to reduce employees' negative impact on job. Moreover, there is also necessity for leaders who not only nurture relationship with employees in order to keep position of authority but also think to center on the task. This necessity constitutes that they treat their subordinates friendly and keeps mutual understanding with them. The attempt of building friendly relationship with employees is one of the most obvious styles of transformational leaders who motivate their employees to conduct more than their expectations by combining their idea and values. (Ciulla, J.B. 1998). In addition, researchers (Awamleh, R., Evans, J., Mahate, A., 2005) and (Riaz

T., Akram M.U., Ijaz H., 2011) have found out that there is a positive relationship between transformational leadership and employee job satisfaction, commitment and performance in the banking sector. Thus, there is an inquiry that “Is such nature of leadership offered by emotional intelligence leaders?”

Moreover, in spite of many researches have been carried out separately about emotional intelligence and leadership, relationship between these variables is not extensively examined, because people attitude towards emotional intelligence has been influenced by detractor who ignore its significance. For example, (Antonakis, 2009) asserts that for leader-member relations, it is important personality and Intelligence Quotient and not Emotional Intelligence. Such claims claim that it relies on analytical skills and experience to be a professional leader, although emotional qualities are downplayed. In addition, the role of emotional intelligence in leadership among banking sectors in Myanmar can be described as blurred.

The goal of this research was, therefore, to study the impact of emotional intelligence on leadership styles as it tried to fill the mysterious dimension of leadership emotions. This study leads to further leadership awareness by adding emotional intelligence as one of the dimensions that could be used by companies to recognize successful leaders.

1.2 Objectives of the Study

This study aims to attain the following objectives

- To describe the level of emotional intelligence and dominant leadership styles of managers in selected private banks.
- To analyze the effect of emotional intelligence on leadership styles of managers in selected private banks.

1.3 Scope and Method of the Study

This study is titled as the effect of emotional intelligence on leadership styles of managers in selected private banks. All managers’ level of private banks is referred to this study. This study intends for the first time locally to describe the level of emotional intelligence and dominant leadership styles of managers in private banks. Two stages sampling method is applied for this study. At first stage, 5 private banks out of 27 private banks are selected in terms of the highest number of branches in

Myanmar. At the second stage, a sample of 40% or 130 managers is taken from the total population 325 managers of selected private banks in Yangon.

This study uses descriptive research technique and primary and secondary data are utilized in this study. The independent variables of this study are self-awareness, self-management, social-awareness and relationship management and transformational, transactional, situational and participative leadership styles are employed as dependent variables. In order to gather primary data, face to face interviews and survey questionnaires are conducted. Secondary data is assembled from other relevant emotional intelligence and leadership thesis, papers and books, from Internet for some data and from selected private banks. This study used SPSS (Statistical Package for Social Sciences) 20.0 as an analytical method to analyze data to assess the reliability of the variables selected. To analyze the effect of emotional intelligence on the leadership styles of managers, multiple regression analysis was used. Between July 2020 and August 2020, the survey was completed.

1.4 Organization of the Study

This study constitutes with five chapters altogether. In chapter one, introductory with the rationale of the study is presented. Literature review about the concepts of emotional intelligence, different model of emotional intelligence, concepts of leadership and leadership theories and the conceptual framework of the study are presented in chapter two. The background history of Myanmar Private Banks is explained in chapter three. The observed elements which consist of the explanation of the data, results and findings are exhibited in the fourth chapter. Lastly, research findings and discussion, suggestions and recommendation and limitations and needs for further studies are summarized in the last chapter, chapter five.

CHAPTER 2

LITERATURE REVIEW

This chapter comprises with three parts. At the first part, discussion about concepts of emotional, concepts of intelligence, concepts of emotional intelligence, different models of emotional intelligence and measurements of emotional intelligence are described. Literature review related to the concepts of leadership, leadership theories and leadership styles are discussed in second part. And then working definitions related to the variables used in this study and conceptual framework of the study are also discussed at final part.

2.1 Concepts of Emotion

To understand the idea of emotional intelligence accurately, both emotions and intelligence have to be recognized by individuals (Mayer, Salovey & Caruso 2004). Charles Darwin, one of the most famous theorizer suggested that emotions appear clearly and promptly in response to human and conditions (Kothari, 2010). In learning the emotions, biological point of view is considered by both (Plutchik, 2009 & Izard, 1977). According to Plutchik (2009), there are eight main emotions which are terror, happiness, vexation, unhappiness, acceptance, anticipation, revulsion and shock. He expressed that these eight emotions are crucial for all of people to survive in their existing. Izard (1997) explored emotional facial expressions in living conditions and suggested ten basic emotions which are pleasure, attentiveness, shock, unhappiness, revulsion, vexation, terror, disdain, culpability and shame. They also asserted that other more composite emotions are based on these fundamental emotions.

Ekman (2008) described three features of emotion. The first feature is that emotions have a sign which can be translated by other people. For instance, shyness is a feeling and its feature is to create individuals feel embarrassed. The second feature is that emotion can be initiated automatically and the reason of emotional initiations can be very complicated. The third feature is that emotions have an initial absence of consciousness. For instance, individual cannot recognize emotional expression until other people told that. Ekman (2008) also proposed that to understand various emotions, everyone can be taught.

Individuals' manners are influenced by emotions (Ben Ze'ev 2000 & Frijda 2000). For instance, the emotion concerned with terror will encourage the person to pull out from network while emotion concerned with vexations will force the person to respond more violently. According to Kiely (2005), the demonstration of certain emotion is led by some reactions from other people. For example, a person who feels irritation may anticipate to discontinue other person's behavior which occasions that irritation. Damasio (1994) suggested that emotions are crucial to determine reasonably and they direct the behavior of person and assist to retain self-integrity.

In business field, emotion is considered as a vital function. For example, when pessimistic emotions emerge in the initial step of a business and they are not controlled well, the chance of successful condition is highly decreased. Conversely, when individuals have ability to control pessimistic emotions and can solve the disputes, they have more chances to be succeeded. Furthermore, pessimistic emotions encountered by purchasers or vendors are more likely to rise disputes among them. They may also raise the operation cost because both of them are busy to solve the conflicts arising from those pessimistic feelings. If the severity of pessimistic emotions enlarges, the maintaining cost about relation also raises. Therefore, efficacious handling of emotions may improve business relationship while inefficacious handling of emotions will aggravate this business relationship and direct to untimely extinction (Andersen & Kumar 2006).

2.2 Concepts of Intelligence

Intelligence associated with the ability to perform abstract thinking and the common capability to study and adjust about the surroundings (Mayer, Salovey & Caruso, 2004). According to (Mayer & Geher 1996), common brainpower is a measurement of person's overall degree of mental achievement and capability. Moreover, common brainpower is utilized to forecast an individual's educational and professional accomplishment (Matarrazzo, 1972; Ree & Earles, 1992). Brainpower is classified into three groups by Thorndike (1920). The abstract, systematic and semantic brainpowers are involved in first group. Mechanical, performance, spatial and synthetic brainpowers are contained in second and social and practical brainpowers are covered in third group.

Other researchers have expended Thorndike's (1920) three groups into six types of brainpowers: verbal/semantic, logical/mathematical, visual/spatial, physical/

kinetic, musical/rhythmic and individual brainpowers (Gardner 1983; Mayer & Salovey 1990, 1997). Mayer, Salovey & Caruso (2004) proposed that various kinds of brainpower are differentiated in order to the data that people utilized. For instance, semantic-propositional brainpower associated with the realizing of terms, sentences and textual passages. Perceptual-organizational brainpower related with distinguishing the designs and identifying the lost pieces of the figures.

2.3 Concepts of Emotional Intelligence

Keeping good interpersonal communications with all of the stakeholders is crucial for every service industry because most of these industries always touch clients every day. Interrelations with all of the clients are effected by individuals' sentiment who involved in these interrelations and by those individuals' styles of behavior (Andersen & Kumar 2006). In this situation, handling sentiment intelligently will supply a unique benefit for creating and maintaining mutually advantageous business-to-business (B2B) and business-to-customer (B2C) relationships. Thus, it is important to understand the various basic definitions about emotional intelligence in order to realize how emotional intelligence influences relationships of business in service industry. Various researchers and academic describe the word emotional intelligence with different descriptions in their paper and analysis according to their own point of view and conceptual perspective.

John Mayer and Peter Salovey (Mayer & Salovey 1993; Mayer & Salovey, 1997; Salovey et al, 2004) who are the pioneers of the idea of emotional intelligence have defined the word emotional intelligence as the sub-group of communal brainpower which contains the person's aptitude that observes self and other peoples' emotions, the aptitude that differentiates between them and the aptitude that utilizes this data to direct own thinking and activities. Moreover, they also defined the word emotional intelligence more easily which means that emotional intelligence is an ability to recognize and understand in order to assist thinking and assimilate and control feeling to increase personality.

Another well-known scholar, Reuven Bar-On (Bar-On, 1997; Bar-On, 2004) asserts that emotional intelligence is an assembling of non-cognitive aptitude, proficiency and potential that effect person's capability to achieve in managing with requirements and pressures associated with atmosphere. According to his different perspectives about emotional intelligence, emotional intelligence is associated with

recognizing self and others, communicating with others, and managing oneself with changing atmosphere to obtain the achievement (Bar-On, 1997, p.95). Scholar also defined emotional intelligence as a diverse combination of characteristics, i.e. pleasure, self-admiration, optimism, and self-guidance instead of the capability based (Bar-On, 2004, p.228). According to the Bar-On's personality definitions, a person can be capable of assessing the emotional intelligence degree in his character. After that, he can be able to carry out more obligations in an efficient way than other people since he can perform the demands of his job with both intelligence and inner-mind.

Next scholar and psychologist, Daniel Goleman (Goleman, 1995; Goleman, 1998) describes that the word emotional intelligence is one kind of intelligence concerned with recognizing the other people conditions. It is the individual's potential that understands and cope the emotions of own and others, that stimulates own and control desires and negative feelings and that keeps good social and psychological correlation aptitude efficaciously and efficiently (Goleman, 1998, p.63).

Furthermore, Emotional intelligence (EI) is as crucial as conventional intelligence in attempting to achieve individual's professional achievement and businesses' organizational benefits (Cartwright & Pappas, 2008). Emotional intelligence associated with identifying feelings, distinguishing both emotions and its associated data, and utilizing emotional data as a capability which solves the problems (Mayer & Geher, 1996). Employees who work in front-office are more vital to have high level emotional intelligence because they always communicate with various types of customers (Kim 2010). In the marketing writings, emotions of the employees who offer services to the customers influence their awareness of service standard, good or bad reputation about oral message and buy back objective (Rafaeli & Sutton 1987). All of the business can get relative market share by offering brilliant customer service as a distinct and competitive weapon (Gronroos 2001) and to provide unique service, the capability that identify, recognize and control emotions can be an essential qualification. Goleman (2005) argues that in social communication, the individual's ability which can understand, control and utilize their emotions is also more and more vital in their everyday existence. There are a number of extensive discussions about emotional intelligence concerned with educational field and various kinds of researches have been carried out about emotional intelligence (Cartwright & Pappas 2008; MacCann et al. 2003). This is due to the outcome of growing

acceptance that many of work related to service consists of emotions (Cartwright & Pappas 2008).

2.4 Different Models of Emotional Intelligence

By studying several literatures about the subject of emotional intelligence extensively, it is obvious that analysis on emotional intelligence derives typically from three models which are very well-liked among the researchers, analysts, scholar and different global organizations. The first model developed by Peter Salovey and John Mayer (1990, 1997) identifies emotional intelligence as a pure intelligence that states emotional intelligence is a cognitive ability. The second model launched by Reuven Bar-On (1997) recognizes emotional intelligence as mixed intelligence involved both cognitive ability and personality dimensions in which how these two factors determine general well-being. The third model created by Daniel Goleman (1995, 1998) perceives emotional intelligence as similar to Bar-On model and consider emotional intelligence as mixed intelligence which more emphasis on how cognitive ability and personality factors determine victory at place of work. These models and their related measurement tools have been utilized and applied in various emotional intelligence researches and varied according to definition and construction, emotional intelligence development strategies and deciding whether emotional intelligence proficiencies are individuality quality or behavioral results. These measurement tools respectively involve the MSCEIT (Mayer, Salovey, and Caruso Emotional Intelligence Test), EQ-I (Emotional Quotient Inventory) and ECI (Emotional Competence Inventory). These models and measurement tools are presented more details in the followings.

2.4.1 Mayer-Salovey Model (Ability-based Model)

In 1990, the first emotional intelligence model was created by Peter Salovey and John Mayer. By studying this model, it can be seen that emotional intelligence is perceived as the ability instead of personality aspects. Thus, this model is also known as ability-based model. According to Salovey & Mayer (1990), this model is the most typically sounded emotional intelligence model in the literature and described as the ability to comprehend one's own and other's emotions, the ability to distinguish between them and apply such information in order to guide one's perceptions and actions. In 1997, Salovey and Mayer realized to redefine their model after continuing

research and increased utilization of the term emotional intelligence. Thus, they revised their model that represents a mixture of accurate emotional systematic abilities, as opposed to their earlier model, that expresses a single trait or ability (Ugwu, 2011). The modified model involves four types of abilities that are organized from a more fundamental emotional process to a more unified emotional process. They are emotional perception, emotional integration, emotional understanding, and emotional management.

i. Emotional Perception

The first type of ability which is also called emotional perception includes the ability to understand emotion such as facial expressions and body languages. This ability is regarded as the most fundamental ability among the four types and the authors propose that teenagers establish to grow this ability from a young age. Young children are often capable of determining emotional facial expressions and reacting to their close relative's emotions (Mayer et al., 1997). Moreover, a person who is capable of understanding other's emotions is able to accurately translate emotional communication via other's body language and tone of voice and this person has distinctly valuable interpersonal skill that necessitates for successful communication and social interaction (Briody, 2005). When the individual is able to recognize his self and others' emotions and determine among them, he is showing the ability of emotional perception.

ii. Emotional Integration

The second type of ability which is also called emotional integration covers the ability for the person to control and apply emotional information to facilitate thinking, problem solving and social communication. From the time of birth, emotions perform as a warning system to one's atmosphere and point to necessity for a reaction. Since people grow and develop with maturity of emotion, their emotions are capable of guiding them to make required important changes. This type of ability (emotional integration) includes utilizing emotions that help in the prioritization of thoughts that assist persons to focus on what is crucial. Moreover, this ability is the more advanced skill that refers to generating vivid emotions to help judgment and memory process and producing moods to facilitate the consideration of numerous

perspectives. The emotionally intelligent people can take fully advantage upon their altering moods in order to best fix the task at hand.

iii. Emotional Understanding

The third type of ability which is also called emotional understanding denotes the ability to comprehend emotional language. The individual who recognizes emotions in this type is able to classify them, combine connections among those classifications and recognize complex relationship among emotions. For example, emotional understanding involves the ability to be responsive to subtle differences between emotions. The fundamental ability involves classifying emotions with precise language, perceiving similarities and differences between emotions such as annoyance and anger and recognizing and describing how emotions evolve over time. Another characteristic of this ability is that the individual can appreciate sudden change in emotions. This ability is crucial in associating with others as well as displaying an understanding of their own (Briody, 2005).

iv. Emotional Management

The fourth type of ability which is also called emotional management determines the highest degree of emotional intelligence and it is the most challenging among four types. This factor characterizes the ability to regulate emotion with its own and in others. This type of individual is able to harness emotions, even negative feelings and manage these emotions to accomplish the targeted goals by promoting to develop emotional and intellectual intelligence.

2.4.2 Bar-On Model (Personality-based Model)

In 1997, Reuven Bar-On originated next emotional intelligence model and defined emotional intelligence as arrangement of non-cognitive abilities, competencies, and skills that effect one person's capability to be successful in handling with requirement and force of environment (Bar-On, 1997). This is a mixed emotional intelligence model that integrates cognitive capabilities and personality features which commonly contained five scales and fifteen sub-scales (Bar-On, 2004). The main scales focus on different section. In this emotional intelligence model, the main scales and their sub-scales are discussed more details in the following.

i. Intrapersonal Scale

According to Bar-On (1997), this type of emotional intelligence scale consists of consciousness of emotion and the capacity to recognize them accurately. High intrapersonal individuals have a tendency to recognize their emotions and they are capable of stating and uttering their feelings and necessities. Moreover, Shearer (2006) argued that intrapersonal emotional intelligence is the ability to consider and recognize self, to be conscious of self-strengths and self-weaknesses and to draw a plan successfully to accomplish personal goals. Five sub-scales of intrapersonal scale are discussed in the following.

Self-Regard: This refers to the ability that builds up self-confidence and uses it as the best input in performing the task.

Emotional self-awareness: This refers to the consciousness and realization of one's feelings and emotions, the ability to distinguish among them and to recognize what originated them and the influence and this is also crucial to make right decisions on right time.

Assertiveness: This refers to the ability that constructively reveals one's emotions, reliance and thinking and demonstrates the positive aggressiveness for the job and its outputs.

Independence: This refers to the ability that is self-supporting and autonomous of emotional reliance on others (Van Rooyen & Partners, 2000).

Self-actualization: This refers to the ability that attempts to attain personal objectives and realize one's ability (Van Rooyen & Partners, 2000).

ii. Interpersonal Scale

This type of emotional intelligence scale links with co-workers, juniors and directors. Individuals with high interpersonal emotional intelligence are good at communicating with others, and good followers and are also capable of recognizing and acknowledging other's emotions (Bar-On, 1997). According to Shearer (2006), it is the ability to realize other people's emotions that are assisted by verbal skill and ability of consciousness and realization of emotions and feelings of other people. Three sub-scales of interpersonal scale are described in the following.

Empathy: This refers to the ability that is conscious of and recognizes how others suffer.

Social responsibility: This refers to the ability that positively determines with one's communal group and collaborates with others and also provides for the whole community (Van Rooyen & Partners, 2000).

Interpersonal relationship: This refers to the ability that builds mutually satisfied interrelation and communicates well with others.

iii. Adaptability Scale

This type of emotional intelligence scale consists of change management skills (Bar-On, 1997). Change management includes the ability to handle pressured conditions with calmness and positive behavior. Individuals with high adaptability score are not precipitate, are good at discovering useful technique about issues, can perform well even during stressful situations, can be pliable, practical and effectual in handling changing conditions (Bar-On, 1997). Three sub-scales of adaptability scale are discussed in the following.

Reality-testing: This refers to the ability that exactly and logically evaluates the instantaneous condition and objectively verifies one's feelings and thoughts with external actuality.

Flexibility: This refers to the ability that accepts and fits in with one's feelings and thoughts to new and different conditions (Van Rooyen & Partners, 2000).

Problem-solving: This refers to the ability that effectively realizes and solves problems about an individual or communal nature.

iv. Stress Management Scale

According to Day and Livingstone (2005), emotional intelligence of stress management is stated as the ability that can adjust and change emotions of oneself at various conditions. It also involves the capabilities that can resist any drive. Individuals who have high stress management scales are able to mollify and perform well under stressful conditions. They always attempt to avoid impetuous behavior and habitually react to pressure without an angry outbreak. Two sub-scales of stress management scale are discussed in the following.

Stress tolerance: This refers to the ability that effectively controls emotions in which individual can resist stressful conditions by successfully managing these stresses with perfect control (Van Rooyen & Partners, 2000).

Impulse control: This refers to the ability that adjusts emotions by controlling unreflective urge to take actions and that manage feeling of anger, antagonistic, truculent, and irresponsible behavior.

v. General Mood Scale

Bar-On (1997) stated general mood emotional intelligence scale as the ability that perceives and shows positive feelings and establishes optimism. It also identifies the capability that enjoys the existence and upholds a optimistic nature. Individuals with higher degree of this scale suffer pleased with their existence and uphold an optimistic attitude. Two sub-scales of general mood scale are discussed in the following.

Happiness: This refers to the ability that suffers comfortable with oneself, others and enjoys life in work and leisure (Bar-On, 2006).

Optimism: This refers to the ability that views life from the brighter side and holds a positive attitude even if one faces with difficult situations (Stein & Book, 2006).

2.4.3 Goleman Model (Competency-based Model)

After the huge famous of first book about emotional intelligence, Daniel Goleman introduced the emotional intelligence as a competency based model in the second book named as Working with Emotional Intelligence (1998). In this model, a variety of personal and social abilities are involved. Goleman highlighted how emotional intelligence is changed all over existing and how emotional intelligence is important to succeed in one's existing. According to Goleman (1998), emotional intelligence does not indicate providing freedom to emotions and it indicates controlling emotions so that they are stated properly and usefully. Daniel Goleman's competency-based model determines emotional intelligence as a broad display of abilities and expertise which force performance concerned with management. This model by Goleman (2001) has been stated exactly for increasing performance at working environment. Daniel Goleman's (1998) model is a mixed emotional intelligence model and it is differentiated into five self-management and interrelation talents. Self-management talents encompass (1) recognizing self-emotion (self-awareness), (2) controlling self-emotions (self-management) and (3) stimulate oneself. Interrelation talents encompass (4) knowing others' emotions (empathy) and (5) managing correlation ships (social skill). In (1998), Goleman grouped emotional personal

competencies and emotional social competencies and each group is based upon the following emotional intelligence abilities that are shown in table (2.1). Personal competency considers how individual controls oneself and social competency considers how individual manipulates social relationships. Emotional competencies are not inherent skills but they are learned abilities that must be applied to accomplish excellent performance. Goleman proposes that people are born with a common emotional intelligence that decides their abilities to learn emotional competencies.

Table (2.1) Goleman’s Emotional Intelligence Competencies

Personal Competencies		
Emotional Intelligence element	Definition	Emotional Abilities
Self-awareness	The ability that can knows and comprehends self-temper and self-feelings and its influence on others.	<ul style="list-style-type: none"> - Awareness of emotion - Self-assessment - Self-confidence
Self-management	The ability that can manage interrupting desire and can think before action.	<ul style="list-style-type: none"> - Self-control - Trustworthiness - Conscientiousness - Adaptability - Innovation
Stimulation	An enthusiasm to work the jobs over cash and positions. A habit to achieve goals with efforts and tenacities.	<ul style="list-style-type: none"> - Achievement oriented - Dedication - Initiative - Optimism
Social Competencies		
Emotional Intelligence element	Definition	Emotional Abilities
Empathy	The ability that know the emotions of other people and the ability that confer people according to their reactions concerned with emotions.	<ul style="list-style-type: none"> - Understanding others - Developing others - Service orientation - Leveraging diversity - Political awareness
Social Skill	The ability that build, manage and control interrelations and set of contacts.	<ul style="list-style-type: none"> - Influence - Communication - Conflict management - Leadership - Change catalyst - Building bonds - Collaboration and cooperation - Team capabilities

Source: Goleman’s (1998) Emotional Intelligence model

Based on statistical investigations, Goleman’s co-worker Boyatzis modified the competency-based model of emotional intelligence of 1998 (Boyatzis, Goleman, & Rhee, 2000), which disintegrates the initial twenty five competencies of emotional intelligence into twenty and five elements into four elements. Goleman (2001) suggested four elements of emotional intelligence namely (1) self-awareness, (2) self-management, (3) social awareness and (4) relationship management or social skills which are shown in table (2.2). The first element, self-awareness, mentions individual’s ability to recognize own feelings. The second element, self-management, indicates individual’s ability to manage the influence of negative feelings and ability to reduce the impetuous actions according to emotions. The third element, social awareness, associates with empathy and the fourth element, relationship management or social skills involves the ability to manipulate inter-personal relationship effectively.

Table (2.2) Goleman’s Competency-based Emotional Intelligence Model

Personal Competencies		
Emotional Intelligence Elements	Definitions	Emotional Abilities
Self-awareness	Self-awareness means understanding individuals’ self-feelings and self-emotions.	<ul style="list-style-type: none"> - Emotional self-awareness - Accurate self-assessment - Self-confidence
Self-management	Self-management means managing the inner thoughts, emotions and desires of individuals.	<ul style="list-style-type: none"> - Self-control - Trustworthiness - Conscientiousness - Adaptability - Achievement drive - Initiative

Table (2.2) Continued

Social Competencies		
Emotional Intelligence Elements	Definition	Emotional Abilities
Social Awareness	Social awareness means how individuals manipulate interactions and consciousness of other persons' feelings, emotions and desires.	<ul style="list-style-type: none"> - Empathy - Service orientation - Organizational awareness
Relationship Management	Relationship management associates with the adroitness at persuading desirable react in others.	<ul style="list-style-type: none"> - Developing others - Influence - Communication - Conflict management - Visionary leadership - Catalyzing change - Building bonds - Teamwork and collaboration

Source: Goleman's (2001) Emotional Intelligence model

Despite each emotional intelligence abilities have a major influence on individual's life performance, especially on job performance, these abilities appear to have the strongest influence when individuals perform in cooperative synergetic (Boyatzis, Goleman, & Rhee, 2000).

2.5 Measurements of Emotional Intelligence

To measure the degrees of emotional intelligence, investigators and analyzers utilize various emotional intelligence instruments. These instruments assist researchers to study more on the subject of emotional intelligence and its related research. In various areas of work-place, this emotional intelligence measurement instruments provide suitable outcomes concerned with the degree of individuals' emotions. By assessing the degrees of individuals' emotional intelligence in working atmosphere, they can understand the importance of emotional intelligence, learn to build up emotional intelligence and keep up with this emotional intelligence which

gives more effective completion of tasks. Hence, the enterprises can get more productivity and more achievements from their employees who develop emotional intelligence.

Firstly, the Ability-Based Model is assessed using the Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT). Self-report criterion of emotional intelligence is applied both by Personality-Based Model of Bar-On and Competency-Based Model of Goleman in which Bar-On Model is utilized Emotional Quotient Inventory (EQ-I) and Goleman Model is used Emotional Competency Inventory (ECI) to measure emotional intelligence. These two instruments of emotional intelligence are beneficial for both scholars and key individuals of the enterprises to assess the degrees of emotional intelligence and its effect on workplace. Table (2.3) shows the various emotional intelligence model and its associated instruments.

Table (2.3) Various Models of Emotional Intelligence and Its Associated Instruments

Various emotional intelligence measurement instruments	Related theorizers	Measurements	Concise explanation
Mayer-Salovey Caruso Emotional Intelligence Test (MSCEIT)	Mayer and Salovey	Based on Performance	Definite assignments are utilized to measure the capability degree of every emotional intelligence branch
Emotional Quotient Inventory (EQ-I)	Bar-On	Self-Report	133 self-report items are used for total five scales of emotional intelligence
Emotional Competency Inventory (ECI)	Goleman	Self-Report And Other-Report	Self-report and multi-rater tools are utilized for every competency of emotional intelligence

Source: Stys & Brown, (2004)

2.5.1 Mayer, Salovey, and Caruso Emotional Intelligence Test (MSCEIT)

(MSCEIT) Test was created in 2002 and various scholars and enterprises accepted this test to measure the degree of emotional intelligence of individuals. Throughout the procedure of determining emotional intelligence via MSCEIT, contributors need to answer 141 queries which are split into four groups of tasks. These various tasks involve: recognition of contributors' emotions which are related with facial appearance and emotions from figures and scenery; juxtaposition of various emotions to different feelings and indicating which temper is more likely to aid to solve the problem; recognition of the conditions to determine how emotional changes take place and connecting certain conditions with certain feelings. Eventually, this test inquires the contributors to evaluate how effective various activities would be performed to obtain the achievement by conducting together with other people.

2.5.2 Emotional Quotient Inventory (EQ-I)

The Emotional Quotient Inventory (EQ-I) is a self-report measurement tool which evaluates the degree of individuals' emotional intelligence based on Personality-Based Model of Bar-On. In this (EQ-I) five scales and fifteen subscales of emotional intelligence competencies are measured with 133 items (Bar-On, 2004). These scales consist of various psychological and social personality dimensions. These psychological and social skills enhance communications in the enterprises. EQ-I has been used as the first methodically measurement instrument to evaluate emotional intelligence over the whole world. Thus, many research articles and thesis related with emotional intelligence provide it and use it. EQ-I assists to recognize the communal and spiritual strengths and weaknesses of a person in order to response with the best behavior. The constraint of the model is that it asserts to determine some types of capability via self-report items.

2.5.3 Emotional Competency Inventory (ECI)

To measure the degrees of emotional intelligence, (Goleman, Boyatzis, & McKee, 2002) created the measurement tool of Emotional Competency Inventory (ECI). This Modified instrument is developed based on the Goleman's (1995, 1998) initial emotional intelligence model. In creating this inventory, various sources such as the results that derived from the study of management capabilities using the

questionnaires which reported by self (Boyatzis, Stubbs, & Taylor, 2002) and other assessment instruments have been taken into account. The Emotional Competency Inventory (ECI-3) is the most sophisticated method for assessing Goleman’s emotional intelligence model. It is chiefly made up with twelve competencies spilt into four categories that is self-awareness, self-management, social awareness and relationship management or social skills which are shown in table (2.4). Moreover, when juxtapose the version 2 of Emotional Competency Inventory with the initial version of Emotional Competency Inventory, it can be viewed that the second version has materially less elements than the initial version and they are shown in the above table (2.1) and (2.2). Two applicable instruments for Goleman model: self-report and 360-degree feedback, which are ever more being utilized for evolution of personal feelings and evolution of leadership are existed. These measurement tools offer beneficial measure to mature the awareness of self and advance the leaders’ behavior and develop tactics that need to alter the patterns of behavior.

Table (2.4) Various Features of Emotional Competency Inventory (ECI)

Personal Competencies	
Emotional Intelligence Elements	Emotional Abilities
Self-awareness	- Emotional Self Awareness
Self-management	- Emotional Self Control - Adaptability - Achievement orientation - Positive outlook
Social Competencies	
Emotional Intelligence Elements	Emotional Abilities
Social Awareness	- Empathy - Organizational Awareness
Relationship management	- Conflict management - Coach & mentor - Influence - Inspirational Leadership - Teamwork

Source: Goleman, (1998); Wolff, (2005); ESCI Scoring key, Hay Group

2.6 Concepts of Leader

Leader is someone who creates working atmosphere more efficient and the efficiency of the leader is relied on how much success of the enterprise. Leader should be able to change despairing condition to hopeful one. In high competition market environment and high financial crisis situation, most enterprises dismiss employees and face poor demand for products because growth situation does not persist. In this condition, he should keep his balance and change that condition in his favor. Leader looks like front line commander, who not only can stimulate his warriors by material presence but also can fight adversary by utilizing skills and show the bravest behavior without perturbation.

Leaders who can influence the psychological climate of others can highly impact the performance of others (Humphrey, 2002). According to Bar-On (1997), persons who have the high level of emotional intelligence are able to control anxious conditions and able to keep up with calmness when communicate with others even though they encounter extreme feeling. In addition, leader should be capable of inspiring subordinates. Leaders are different from managers since they have to operate in unorganized sector in contrast with managers who have to operate in organized sector. All managers should have leader characteristics and this can help them to operate the work efficiently. Some criteria for leaders and managers have been developed by Warren and Benin (1989). These criteria are mentioned in table (2.5).

Table (2.5) Difference Characteristics between Leaders and Managers

Leader Characteristics	Manager Characteristics
Create	Duplicate
Advance	Keep going
Focuses on individuals	Focuses on formation and arrangement
Long-term view	Short-term view
Motivate trust	Depend on control
Inquire what and why	Inquire how and when
Look at the horizon line	Look at the bottom line
Accept the challenges	Receive the status quo
Do right thing	Do thing right

Source: Warren & Benin (1989)

2.7 Concepts of Leadership

Leadership is the act of controlling the cluster of people and an organization and one of the most vital phases of studies of human activities in organization. Researchers have said that “there are numerous leadership definitions because there are people who’ve tried to outline the concept” (Bass, 1990). Despite many leadership definitions could be quoted, the majority of definitions would base on the hypothetical familiarization taken. According to Rost (1991) there are approximately 220 leadership definitions. Van Wart (2003) stated that to do logical leadership studies there are some restrictions as it is not easy to discover suitable leadership definitions. Therefore, launching which type is the most normative leadership framework is a complex task. To understand the concepts of leadership, some of the following definitions are offered.

- "Leadership is a leader’s practice to control the actions of a person or a group of the person by directing them to achieve the organizational goals in given circumstances" (Akanwa, 1997).
- "Leadership is a procedure in accordance with which one person affects a group of the people towards the achievement of a desired goal" (Northouse, 2004).
- "Leadership is a process by which leader exercises powerful influences over his followers to conduct, arrange, make it easy for the activities and keep good relationships within an organization or enterprise." (Yukl, 2009).
- "Leadership is defined as community-based process that look for the subordinates’ contribution to accomplish targeted goals and objectives" (Omolayo, 2000).

In spite of, there are many leadership definitions, Northouse (2004) contends that the majority of the descriptions describe following some characteristics

- 1- Leadership is a course of action
- 2- Leadership is an effect
- 3- Leadership is essential for group accomplishment
- 4- Leadership gets targeted objects

Influence is one of the most important areas of leadership. According to (Yukl, 2009), leadership is the influencing method on people to recognize and agree approximately what desires to be finished and the way to do it, and the method of

facilitating human being and collective efforts to achieve common goals. Moreover, in the face of adversity, leadership can be defined as capacities and activities to allow and authorize normal persons to do remarkable things. These definitions comprise spiritual capacities (Bennis & Nanus, 1997; Kelly, 1986; Senge, 1991) and if leaders are able to persuade and stimulate followers, the influence of leaders upon their followers is established from emotion rather than motive (Yukl, 2009).

2.8 Components of Leadership

There is at least one leader in every kind of organization. To be a successful leader, the following components are needed to have within him.

- 1. Leader must be able to utilize power effectively:** A leader can receive power by reason of his engagement and this power is known as legitimate power. Moreover, followers obey all of his instructions or orders by utilizing one or more of power like coercive power, reward power, expert power and referent power. Coercive power means that leader has the ability to coerce the subordinate to make the order by intimidating with punishment if the subordinates do not conform the order that makes leader. Leader can use reward power to influence the subordinate to perform by giving some kind of reward to subordinate. Expert power is the power that derives from the follower's belief that their leader has expert knowledge that they do not have themselves. Leader who has strong soft skills gain referent power (a form of respect) and this is also known as a part of personal power.
- 2. Leader must be able to realize different conditions:** Every person is not same according to age, gender, and race and family conditions. So different motivational needs are always appeared at distinct times and conditions from different persons. The ability of the leader to realize different conditions concerns with knowing human beings, their expectations and needs and what leader makes to get their satisfaction. This is a continuous practice that gives a leader to understand the conditions of the subordinates and to explore the advantageous conditions that achieve the organizational goals.
- 3. Leader must be able to motivate:** When followers operate with passion in dejected conditions, motivation of the leader is the best judged. Each person's competencies and expertise must be identified by leaders and each person must be motivated by leader. Motivation derives from charismatic

individuality of the leader and followers assist what the leader wants. Motivation is the inherent skill of the leader who may have attraction, an appeal and commitment to the job which followers want to enhance by faithfully obeying the leader.

4. **Leadership Style:** Leadership style is the acting skill of the leader to create a favorable condition by leading and performing together with followers and giving motivation among them. Leader must develop and retain an atmosphere that increases the efficiency of the employees' performance, should recognize the hierarchy needs of the employees and must be able to perform arrangement that will meet these needs. Moreover, leader should practice suitable organizational operations that involve appropriate compensation system, autonomy in work atmosphere, acknowledgement, clear announcement system and very comfortable and pleasant working practices among every organizational structure. Since, leaders also participate with employees, face the similar difficulties like employees and operate in the same atmosphere; he will keep loyalty upon his employees and lead them with proper leadership style by considering the condition of working organization and atmosphere.

2.9 Leadership Theories

Researchers have conducted many analyses to know which factors will force normal person to be a victorious one and have also formulated a variety of leadership theories over a number of decades. Traditionally, the topic of leadership has been of high attention because it is extensively accepted that the habits of the leaders are the facts that can make the organizations succeeded. In addition, the idea of followership is directly related to the theory of leadership since leaders and followers involve in composition of every enterprise. According to (Davis, 2003), the idea of leadership is simplified that more carefully assessment regarding the role of subordinates and it is essential to think theories of leadership as a ways to differentiate leaders from non-leaders. (Van Wart, 2003 & Bass 2008) demonstrated the ages of leadership theories and research with relevant explanation and these are shown in the following table (2.6).

Table (2.6) Ages of Leadership Theories and Research

Traditional Leadership Theories	
Leadership Theories	Explanation
Great Man	This theory emphasized on appearance of great features of person which has significant effect on the enterprise and culture.
Trait	This theory focused on the personal attributes or inherent and skills of the individual.
Behavior	This theory centered on leaders that can be learnt instead of born and qualities that related behaviors of leaders distinguish effective leaders from ineffective ones. By revealing this behavior, the competency of leaders and the results of both subordinates and enterprises can be increased.
Contingency	This theory emphasized on the situational variables concerning with leaders.
New Leadership Theories	
Leadership Theories	Explanation
Transactional	This theory is based on the exchange of activity and reward between leaders and followers to achieve the objectives.
Transformational	This theory includes the philosophical modification of institution's leadership styles, and the result of which is sharp leaders who have the abilities to create the successful future of their organization.
Servant	This theory tries to increase the individual growth of employees at the same time and enhance the attributes via the mixture of both teamwork and community, personal involvement in making decisions and moral behavior.
Multifaceted	This theory focused on the integration of key leadership pattern (transformational, laissez-faire and transaction leadership). This modern outlook, which is chiefly influenced by the competitive macro economy offers a more advanced and wide range of approach to leadership.

Source: Van Wart (2003) & Bass (2008)

As demonstrated in table (2.6), these theories have been grouped into two perspectives. The first perspective called traditional theories of leadership consists of great man theory, trait theory, behavioral theory and contingency theory. The second are also known as modern or new theories of leadership and involves transactional theory, transformational theory, servant theory and full range theory. Among the above stated leadership theories, trait theory, behavioral theory and contingency theory are applied in this study.

2.9.1 Trait Leadership Theory

The trait theory is one of the earliest leadership theories in the 1940s and this theory depends on the statement that great leaders were born with their personality traits to lead while others are not. Trait theorists are initially concentrated in the measurement of traits, and this can be described as habitual forms of manners, idea and feeling (Goff, 2003; Northouse, 2012). To realize the trait of the successful leaders, experiments have emphasized on three main areas (Muller & Turner, 2005); the capability traits that show hard management skill, individuality traits which focus on issues like self-confidence and spiritual variables and the material appearance. This implied that persons were born with natural predisposition to be a good leader and not made.

Although there were several researches by identifying traits, the problem with this approach rests on the fact that no consistent traits could be realized. Despite some traits were discovered in a significant number of research, the outcomes were usually uncertain. Some leaders own unique personal traits but the lack of other traits do not indicate that the one is not a leader. (Stoghill, 1974) assumed that to properly clarify the appearance of leadership, both personality and behavior must be involved. Later, studies have been begun to investigate the interconnections between leaders and the climate of work rather than emphasizing on leaders' traits (Crawford, & Weber, 2011).

2.9.2 Behavioral Leadership Theory

The results of trait approaches were uncertain and these traits were not easy to evaluate. For example, it is hard to determine trait such as sincerity, reliability, faithfulness or assiduousness. To turn away from this condition, another theory of the leadership (behavioral theory) had to be discovered and this was accepted from the

1940s to the 1960s. According to (Daft, 1999), a good leader is any individual with proper habit. The principle of the behavioral theory is diverse to that of trait theory in which it assumes that leadership behavior can be learnt more willingly than inherent. This theory showed that, people behavior can be seen and learnt to become leaders via teaching and examination and concerned with their performance. The behavior of the leader is the main point to decide how well job are done by subordinate (Kreitner & Kinicki, 2010). Behavioral theories observe whether the leader is employee-centered leader, job-centered leader or both. Researches carried out at Ohio State University and Michigan University in 1945, set up two main types of leader behavior specifically: employee-centered and job-centered (Hersey & Blanchard, 1998)

1. **Employee-centered leaders:** Effective leadership means focusing on the requirements of the employees. Supporting of leader and cooperation facilitation are two aspects of employee-centered leaders. They utilize their time by supporting and directing employees in obtaining organizational goals (Daft, 1999)
2. **Job-centered leaders:** This type of leaders concern with the efficiency of the actions, the reduction of costs and scheduling. Goal-setting and job facilitation are the measurement of this approach (Daft, 1999). Effective leaders favor hands-off form of control instead of close supervision. They set the objectives and give supporting but provide autonomy to their employees as to how these objectives would be accomplished.

Nevertheless, this model would not be able to expose leadership styles that are normally appropriate for all of the conditions. (Ivancevich, Konopaske & Matteson, 2008) argued that to some degree, the explicit situations where leaders perform must dictate behavior.

2.9.3 Contingency Leadership Theory

Contingency theory is one of the leadership theories in which the efficacy of leadership is decided by collaboration between leadership's own efficiency and situational elements. This theory assumes that the variables of situation related to atmosphere judge the association between leadership styles and the results of organizations. Therefore, if the situational factors are not realized, the results cannot be forecasted by leadership styles (Cheng & Chan, 2002). In this leadership theory, four models include namely, Fiedler's contingency theory, Heresy and Blanchard

(1969) situational leadership theory, Vroom and Yetton's (1973) Normative Decision theory and Path-goal theory.

The first leadership theory related to contingency model was developed by (Fielder, 1967) and this model suggests that fundamental leadership style is a major factor for the performance of the group. He differentiates two kinds of leaders:

1. **Task-motivated leaders:** These types of leaders obtain self-worth from achieving the tasks. They are always attentive in completing assignments and getting the task done.
2. **Relationship-motivated leaders:** These types of leaders obtain self-worth from social relations. They always relate to the maintenance of group, are human-being-centered, helpful, encouraging and interconnection-oriented and have a strong affiliation need.

The situational theory of (Hershey & Blanchard, 1969) proposed two assumptions. The first is that there is "no individual whole-purpose" leadership style, and the next is that both directive and supportive behavior are two autonomous key ingredients for the behavior of leader. This type of leadership centers on subordinates and the appropriateness of the leadership style that rest on the performance of subordinates and accomplishment of tasks. Leaders give exact regulations and directions and closely supervise employees to make sure that the work is done as directed. This sort of leader's behavior is directive behavior. Leaders communicate, support and pay attention to employees based on mutual reliance and esteem between leader and subordinates and such type of behavior is supportive one.

Familiar with Fielder's theory, Normative Decision Theory of Vroom & Yetton (1973) distinguishes two forms decision styles of leaders; task-motivated leaders and relationship-motivated leaders. In this leadership styles, task-motivated leaders are more autocratic meanwhile relationship-motivated leaders are more participative. Despite the assumption of normative principle is that the behaviors of leaders can be adjusted to various conditions, the effectiveness of the process utilized is evaluated by numerous characteristics of a leadership situation. These characteristics consist of the quantity of important information held by leader and subordinates and the receipt of autocratic decision by assistants and the level to which the decision dilemma is organized.

Path-Goal Theory is developed by (House & Mitchell, 1974) and this is the advent of contingency model. This theory is the main function of leader to clear the

path for assistants to achieve goals in various conditions. The leaders set objectives, rewards and the ways which have to be undertaken to obtain these goals. Four kinds of the behavior of leadership concerned with the Path-Goal Theory is formulated by (Yukl, 1994); (1) supportive leadership, (2) directive leadership, (3) participative leadership and (4) achievement-orientated leadership. The degree by which leader can successfully stimulate and gratify assistants relies on the understanding of leader which kind of behavior is the most appropriate to use to given circumstances and set of followers.

2.10 Leadership Styles

Leadership styles can be stated that the projected behaviors of the leaders when they direct and communicate with everyone that exist in the organization (Sadeghi & Pihie 2012). They are known as relatively constant paradigms of behavior which are appeared by leaders (Eagly & Johnson 1990). In addition, (Bryman, 1992) suggested that leadership from style perspective where constructed behaviors of leaders described leadership style.

2.10.1 Transformational Leadership

Transformational leadership style mentions to leaders who raise employees beyond their expectations (Bass & Bass 2008). This is the active leadership style to influence the followers and to support them beyond their own interest for their group or enterprises. Transformational leaders stimulate and encourage employees via concise and understandable communication channels by fulfilling the requirements of employees effectively. (Bass & Riggio, 2006) proposed that transformational leadership is another version of transactional leadership, upgrading leadership to another degree. In transformational leadership style, the following five factors are included and they are explained in more details.

i. Idealized Influence (Behaviors) – IB

This style is also known as behavioral attractiveness (Avolio & Yammarino 2013). In this circumstance, the leader as a front man sets the goals and vision by offering definite sense of purpose. Followers respect this type of leader as key drivers of high confidence and conducting. An idealized leader applies right behavior for employees and utilizes visions to build trust from employees for better future

environment (Berson, Shamir, Avolio & Popper 2001). Furthermore, idealized transformational leaders use power when they necessitate and they never use for self-interest (Hughes, 2005).

ii. Idealized Influence (Attributes) – IA

This style is also known as attributed attractiveness and cites the attributions that the follower is based on follower perception of the leader's trust, admiration, power and confidence (Avolio & Yammarino 2013). Therefore, followers esteem, appreciate and believe these leaders (Avolio, 2011). Features of these leaders are built in leader-follower relationships (Sosik & Jung 2010).

iii. Inspirational Motivation – IM

Inspirational motivation leaders show encouragement to their assistants. The leaders always encourage assistants to go above their self-interests and to apply more productivity. IM leader provides concise and positive connection with the assistants on future attempts and set motivational goals and jobs to employees by offering realistic challenges with high standards to employees' jobs (Avolio 2011). Moreover, in declaring the visions clearly, inspirational motivation is applied by transformational leaders (Berson et al. 2001). They motivate employees to be part of whole organizational culture and atmosphere (Hay, 2008).

iv. Intellectual Stimulation – IS

Intellectual stimulation leaders motivate followers to consider new ways and confront the challenges by guiding the employees and encouraging creative and innovative thinking. They also focus on problem solving and always think the reason of the problems to obtain better perspectives before the implementation of a solution. For solving the problems and new thoughts, the organizational performance is collectively influenced by the intellectual stimulation via innovation (García-Morales, Jiménez-Barrionuevo & Gutiérrez-Gutiérrez, 2012).

v. Individualized Consideration – IC

The final factor of transformational leadership is individualized consideration in which leader will treat, admire and welcome workers as an individual. Leaders with individualized consideration factor pay a special attention to person's needs to achieve and grow the organization, are attentive to inter-individual differences of all

followers and help the followers as mentors. This type of leader is also a leader who will try to get the maximum development from their followers and attempt to increase their potentiality (Avolio & Bass, 1997).

2.10.2 Transactional Leadership

Transactional leadership style mentions to interchange correlation between leaders and assistant to obtain particular expectations. The interchange between them involves physical and non-physical reward and retribution. In this situation, both obtain reciprocal agreements based on targeted goals and objectives related with reward and retribution respectively (Bass & Bass 2008). From another point of view, the features of these leaders closely look like those utilize to identify managers (Kouzes & Posner 1995). In transactional leadership style, the following three factors are included and these are explained more details.

i. Contingent Reward – CR

This type of leader refers to the behavior of leader focusing on the role clearness and the requirements of the task and offering tangible and intangible reward to fulfill the followers' needs that are recognized by the leader and connected to what the leader wants to achieve. Contingent reward is constructed based on the transformational leadership approach (Bass & Avolio, 1995).

ii. Management-By-Exception: Active – MBEA

This factor is the active factor of leaders which centers on the procedures with closely supervising and taking correctional activity if employees diverge from the standard. Leaders always perform their tasks and guide their subordinates carefully to prevent from the appearance of the mistakes.

iii. Management-By-Exception: Passive – MBEP

This passive factor is different from management-by-exception (active) in which leaders take corrective action after the problems arise and do not actively check the action of the employees. In this type of leadership style, leaders do not allow the challenges if everything is convenient but they take the actions if there are negative implications.

2.10.3 Situational Leadership

Situational leadership style is flexible form of leadership style where leaders alter their leadership style to match the present working atmosphere and the necessities of the group. This type of leadership does not rely on the leader’s specific skill but it only relies on the ability of the leader to fix the demands of a group or organization in order to be a better and more effective leader. According to (Hersey & Blanchard, 1981), this type of leader must study the condition and choose appropriate approach. The situational leadership model is an effective instrument that could assist leaders in all kinds of corporations to accomplish their objectives. It definitely focuses on the leaders’ task behavior, relationship behavior and employees’ the readiness degree (Hersey & Blanchard, 1984). Primarily the model describes that there is no individual style to direct the groups. The leader necessitates choosing the best way that matches the current condition of the organization by relying upon the employees’ readiness degree. In the Hersey and Blanchard’s Situational Leadership Model, the readiness of the employees is expressed as their ability, desire and the degree that they take accountability to conduct the tasks. (Hersey & Blanchard, 1988) clarified that if the readiness degree of employees is increased, the leaders will require adjust task/relationship behavior in order to enhance self-confidence and performance of the employees as demonstrate in figure (2.1) in which the model suggests four primary styles.

Figure (2.1) Four Primary Styles of Situational Leadership Model

	Participating Style High Relationship Low Task	Selling Style High Relationship High Task	
Delegating Style Low Relationship Low Task			Telling Style Low Relationship Low High Task
R4 Able and willing	R3 Able but unwilling	R2 Unable but willing	R1 Unable and unwilling

Task Behavior

Source: Adapted from: “Paul Hersey, Situational Selling: An Approach for Increasing Sales Effectiveness. Escondido, Calif.: Center for Leadership Studies, 1985, p. 32”.

Telling Style: This style is used when the employee is incompetent and unenthusiastic to perform the jobs. In this situation, leaders address more on task behavior and less on relationship behavior.

Selling Style: This style is used when the employee is incompetent but enthusiastic to perform the jobs. In this situation, leaders address more on both task and relationship behavior to improve productivity.

Participating Style: This style is utilized when the employee is competent but unenthusiastic to conduct the tasks. In this situation, leaders address more on relationship behavior less on task behavior.

Delegating Style: This style is utilized when the employee is competent and enthusiastic to conduct the tasks. In this situation, leaders address less on both task and relationship behavior to enhance performance.

2.10.4 Participative Leadership

Participative leadership also known as democratic leadership or organic leadership is one type of leadership style in which all of the employees at various level of organization are included in decision-making process (Spreitzer, 2005). Participative leaders always value their subordinates' ideas and consider their suggestions on vital decisions. In this participative leadership style, no formal distinction is existed among leaders and followers and the leader can be viewed as a temporal supervisor for the group of like-minded people. Moreover, this type of leadership is concerned with agreement, negotiation, allocation and participation (Bass, 1981). According to (Mullins, 2005), the major tasks of this leadership are discussing with followers and are assessing their point of view and submissions before making final decision. The use of participative decision making (PDM) is the major key for the success of the leader who utilizes participative leadership style. Various studies suggest that participative decision-making (PDM) offers a variety of potential benefits some of these benefits are the following:

1. It can improve the job satisfaction of employees. (Smylie, Lazarus, & Brownlee-Conyers, 1996).
2. It can improve the level of creativity in the organizations (Somech, 2006).
3. It can improve the efficiency of the decision (Scully, Kirkpatrick, & Locke, 1995).
4. It can lead to the efficiency of work life of employees. (Somech, 2006).

5. It will increase the motivation of employees. (Locke & Latham, 1990).
6. It can raise the degree of engagement of employees. (Armenakis, Harris, & Mossholder, 1993; Yammarino & Naughton, 1992).

2.11 Working Definitions of the Study

Working definition of independent variables; self-awareness, self-management, social awareness and relationship management and dependent variables; transformational leadership style, transactional leadership style, situational leadership style and participative leadership style are described on the basis of literature and prior studies.

i. Self-Awareness

Self-awareness means the ability of the individual to read and understand own emotions and the ability to recognize its influence on own performance.

ii. Self-Management

Self-management means the ability to control individual's own thoughts and desires, to stay calm in unhealthy circumstances and retain composure regardless of own feelings.

iii. Social Awareness

Social awareness means the ability of the individual to correctly notice other people's emotion and read circumstances appropriately.

iv. Relationship Management

Relationship management means the ability of the individual to take own feelings, others' emotions, and the context to effectively navigate social interactions.

v. Transformational Leadership Style

Transformational leadership style means a leadership style that promotes, inspires and motivates workers to innovate and generate progress that helps to expand and shape future success.

vi. Transactional Leadership Style

Transactional leadership style means a leadership style that focuses on outcomes, conforms to an organization's current structure and evaluates success according to the scheme of incentives and penalties of that organization.

vii. Situational Leadership Style

Situational leadership style means a leadership style where a leader adapts his style of leading to match a team's current working environment and/or needs.

viii. Participative Leadership Style

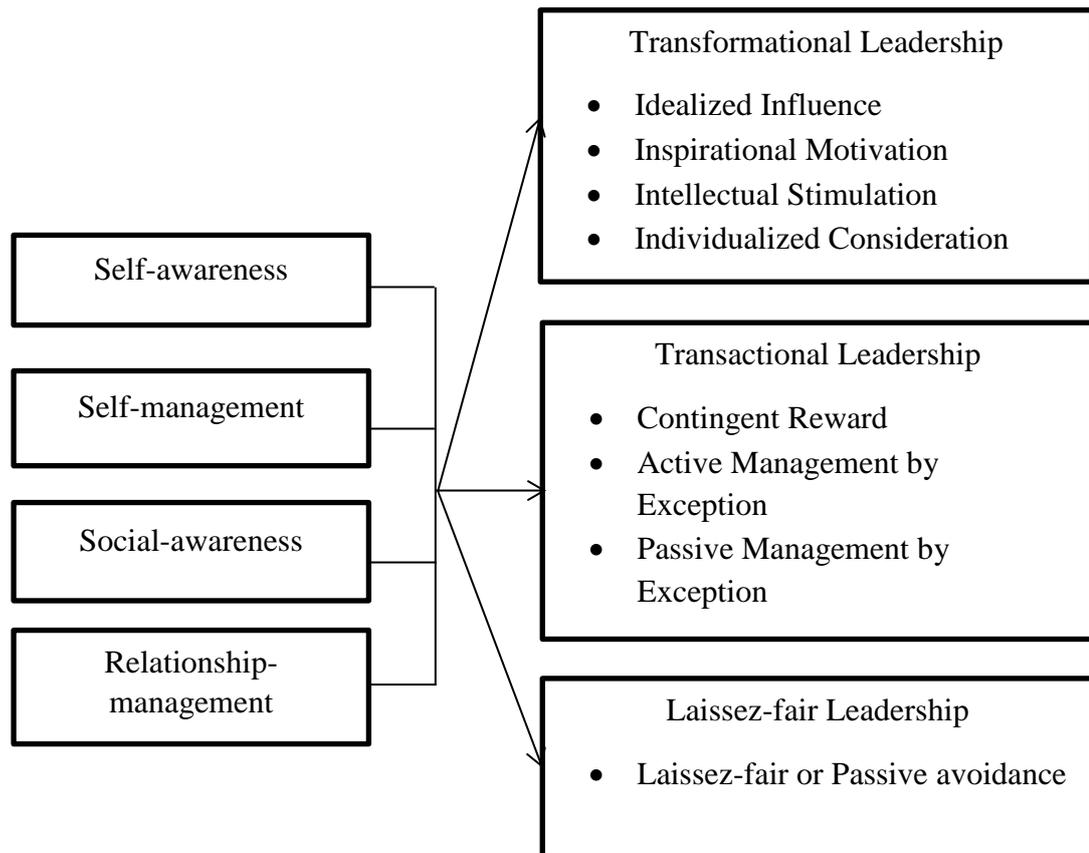
Participative leadership style means a style of leadership in which all members of the group take part in decision-making, but the leader ultimately makes the decision.

2.12 Conceptual Framework of Previous Studies

a) Relationship between Emotional Intelligence and Leadership Styles: A Case Study of Leaders in Selected Banking Institutions in Kenya

This analysis explores the relationship between emotional intelligence which includes four elements namely Self-Awareness, Self-Management, Social-Awareness and Relationship Management and three leadership styles namely Transformational Leadership, Transactional Leadership and Laissez-faire Leadership. Firstly, this analysis indicates that there is a moderately strong positive relationship between overall emotional intelligence and transformational leadership. Secondly, positive insignificant relationship exists between overall emotional intelligence and transactional leadership and finally the correlation between the total emotional intelligence scores and laissez-faire leadership revealed a positive non-significant relationship.

Figure (2.2) Relationship between Emotional Intelligence and Leadership Styles

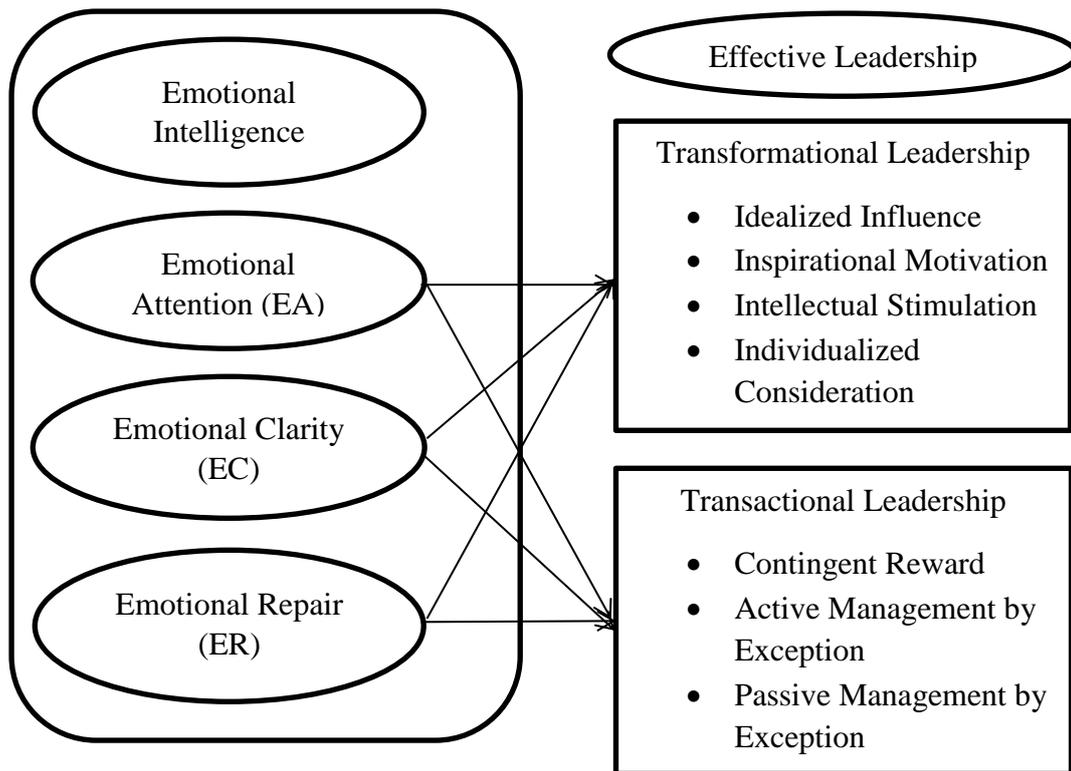


Source: Chepng'eno, S. M., & Ngui, T. (2017)

b) The Impact of Emotional Intelligence on Effective Leadership in the Military Production Factories (MPF) in Egypt

This study observed about the Impact of Emotional Intelligence on Effective Leadership in the Military Production Factories (MPF) at the British University in Egypt. The result of this study indicates that significant and positive relationships exist between emotional intelligence and transformational leadership style but neither significant nor positive relationship exist between emotional intelligence and transactional leadership.

Figure (2.3) Impact of Emotional Intelligence on Effective Leadership

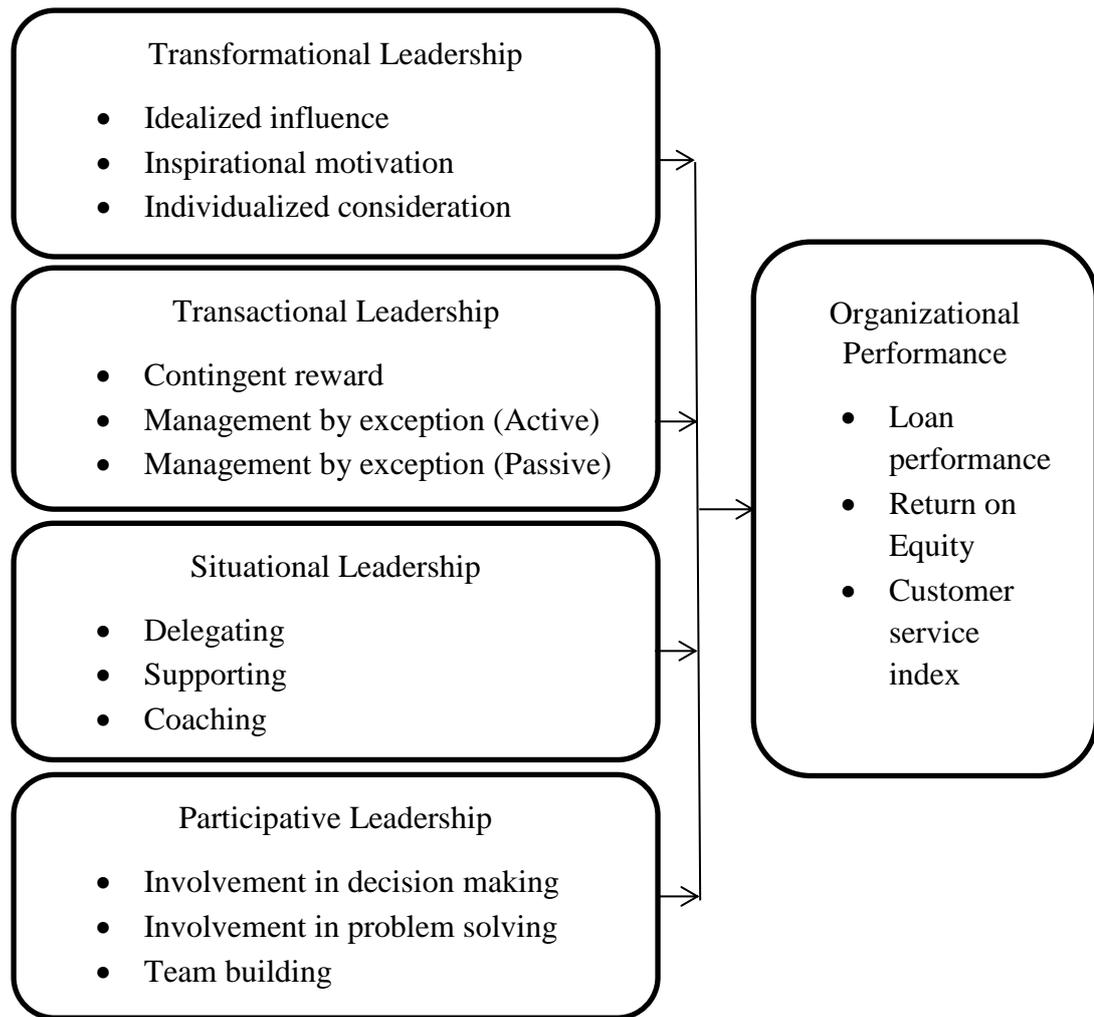


Source: Safaa Shaaban (2018)

c) Effect of Leadership Styles on Organizational Performance of Listed Commercial Banks in the Nairobi Securities Exchange

In this study, transformational leadership, transactional leadership, situational leadership and participative leadership were described as independent variables and loan performance, return of equity and customer service index are utilized as organizational performance, dependent variables. This study indicated that all leadership styles have a positive and significant effect on the organizational performance of listed commercial banks.

Figure (2.4) Effect of Leadership Styles on Organizational Performance

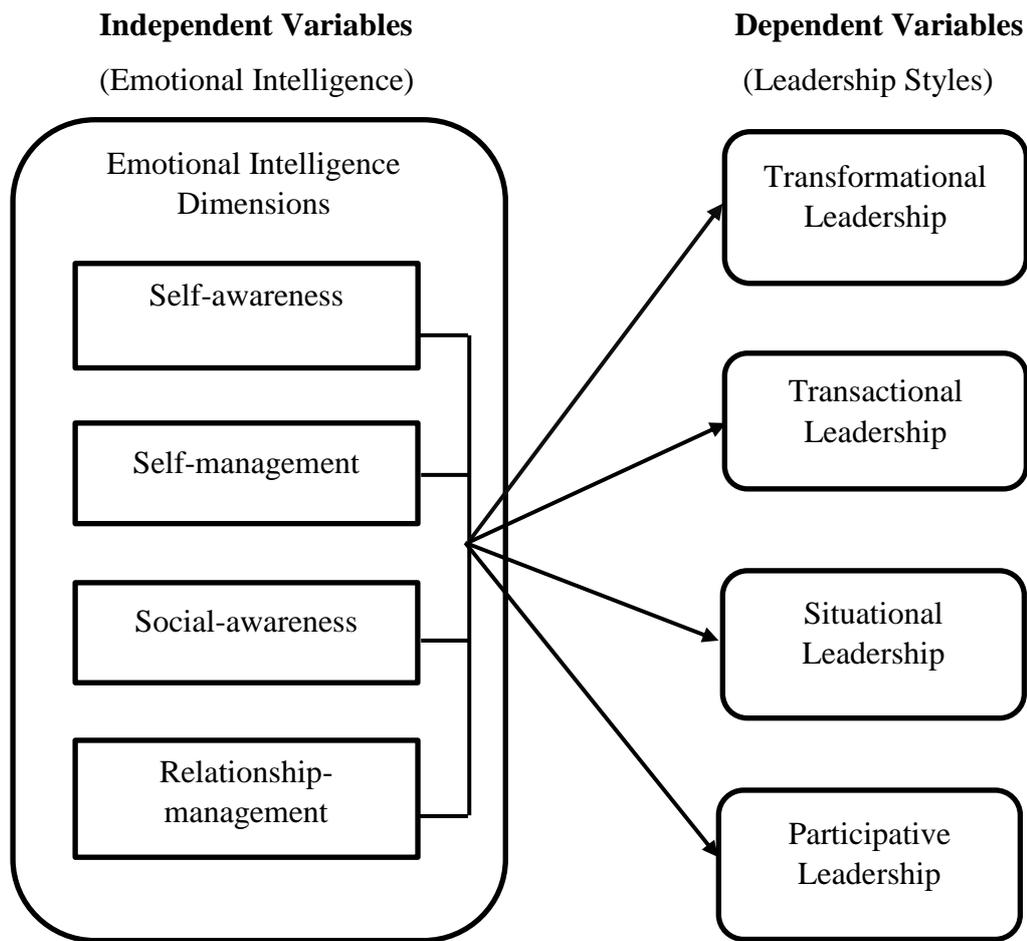


Source: Muchiri, K. J., & Hazel, G. (2019).

2.13 Conceptual Framework of the Study

The emphasis of this research is to describe the level of emotional intelligence and dominant leadership styles of managers in selected private banks. Moreover, this research will analyze the effect of emotional intelligence on leadership styles of managers in selected private banks. The conceptual framework of this research is created based on previous researches that have been observed and by applying relevant dimensions of emotional intelligence and relevant leadership styles in order to match current Myanmar Banking Sector. Emotional intelligence is the independent variable of this research and will be assessed by self-awareness, self-control, social-awareness and relationship management. Leadership styles namely transformational leadership, transactional leadership, situational leadership and participative leadership styles are dependent variables.

Figure (2.5) Conceptual Framework of the Study



Source: Own Compilation based on Chepng'eno, S. M., & Ngui, T. (2017) and Muchiri, K. J., & Hazel, G. (2019).

CHAPTER 3

BACKGROUND PROFILES OF PRIVATE BANKS IN MYANMAR

This chapter consists of discussion on background history of banking sector, regulatory and supervisory framework of banking sector and current situation of banking sector in Myanmar. And then, followed by the profiles of the selected private banks namely Kanbawza (KBZ) Bank, Ayeyarwady (AYA) Bank, Co-operative Bank (CB), Myanmar Apex Bank (MAB), United Amara Bank (UAB).

3.1 Background History of Banking Sector in Myanmar

The occurrence of Myanmar's banking sector can be detected back to the colonial period since the Rangoon bank branch was established in 1861 by Indian Presidency Bank of Bengal. In April 1, 1937, Burma was split from India and an autonomous parliamentary government was set up by the Government of Burma Act. But British-appointed Chief was entirely governed banknotes and banking matters. Then, Rangoon branch office of the Reserve Bank of India (RBI) is allocated as first central bank between 1939 and 1947. At that time, Burma had a total of 20 banks. The period of Japan took Rangoon between 1942 and 1945 brought with the flight of the Indian diaspora in Burma, including the Chettiars (Turenell et al., 2009). In coordination with the regional puppet-government, the Japanese developed several financial institutions which intended to provide the extracting of assets from Burma with having little cost to the Japanese financial system.

After the conquering of the Japanese in Burma in April 1945, the foreign banks come again and the responsibility of the central bank was taken over by the Union Bank of Burma, and a currency board which attempt to reinstate the working financial area. Under parliamentary democracy, both domestic and foreign banks grew up quickly and went on to account for more than one-third of Burma's gross domestic product (Soe, 2013). Therefore, at that time, banking sector of Burma was the most advanced in this area. In 1962, the authority of the country was occupied by the Revolutionary Council Government and all the banks were taken into the public sector in 1963. At that time, there were 24 private banks including 14 foreign banks in Burma. All of the banks were then united under the Union of Burma People's Bank.

This was reorganized in 1976 under the (CBM). Myanmar created 4s state-owned financial institutions which were Myanmar Economic Bank (MEB), Myanmar Foreign Trade Bank (MFTB), Myanmar Agricultural Bank (MAB) and Myanmar Insurance Cooperation (MIC) and their role were to supply capital to the citizens.

In 1988, irregular dispute erupted among university students and general turbulence took place all around the country and the authority of the country was taken over by the military government. This military government eliminated the socialist path of the development and took a more market-oriented strategy. Financial Institution Law, Central Bank of Myanmar Law and, Myanmar Agriculture and Rural Development Bank Law were publicized and under Financial Institutions Laws, 20 private banks were launched. According to the Central Bank of Myanmar Law, a certain level of power was offered to the Central Bank. The purpose of Myanmar Agricultural and Rural Development Bank law was to boost the credit for poor bucolic population. Moreover, in 1990s, other features of a contemporary financial sector like a primary government bond market, cash machines, and credit cards were launched to Myanmar and microfinance sector established its functioning in 1997. However, the country was harmed by a banking crisis and this crisis brought the country's economic conditions into downturn in 2003.

Following the closure of the three main banks (Asia Wealth Bank, Mayflower Bank and Myanmar Universal Bank) and the subsequent subsidization of the crisis, the rigorous prudential initiatives have been released by the Central Bank. And then, semi-official led by the prior chancellor took on duties in 2011, a thorough series of reforms has been introduced by Myanmar and the financial sector. Myanmar Kyat was allowed to float for the first time. In November 2011, local private banks were allowed to exchange three foreign currencies (USD/SED/EUR). According to Than (2014), As far as the financial sector is concerned, the key objective of government reforming was to ease control over private banks to legislate the central bank as an independent entity. In order to set up the private banks, new licenses were granted while prudential rules were relaxed. Nevertheless, refinement did not end there, rather they resulted, among other things, in the creation of a legal framework for the microfinance industry, a new banking law, the disruption of the state monopoly on insurance, the creation of the Yangon Stock Exchange and the unification of the exchange rate regime.

The government refinement focuses on the relaxation of foreign permission and Myanmar's reinsertion into the global economy. International financial institutions have begun to reconnect with the nation, international banks have begun functioning and International payments and credit cards have begun to utilize in Myanmar. The ongoing liberalization of the financial sector would be a pillar of their future political plan according to the election party's proposal and economic strategy. Nonetheless, the financial sector of Myanmar is still at a fundamental stage and has a long way to go in order to reach international expectations.

3.2 Regulatory and Supervisory Framework

The law of the bank is considered as a one of the essential elements of governmental law for all of the financial institutions including the banks which aims to support their organizations. Because it is difficult to cover all elements of banking regulation in the primary legislation, the power is commonly offered to regime entities and banking regulator to issue the various secondary legal device to completely enact the law. The laws and modifications which are permitted by the Union Parliament and regulations, directions and guidance which are offered by the Central Bank of Myanmar (CBM) are included in the modern legal system of Myanmar's financial region. There was a sum of 95 laws during the period of beginning 30 months of the current government from January 2016 to July 2018. Amongst all of the laws which declared for Myanmar's banking sector, the most dominant laws for the present banking sector are the Central Bank of Myanmar Law, the Anti-Money Laundering Law, the Foreign Exchange Management Law and the Financial Institutions Law which released in 2013, 2014, 2015 and 2016 respectively.

On 11 July 2013, the Central Bank of Myanmar Law (CBML) was initiated and this law supported the Central Bank to stand as an individualistic body. According to this law, the Central Bank of Myanmar had the responsibility to implement the monetary of the country and the policies associated with the exchange rate and to supervise and control the banking sector. In addition, Myanmar Central Bank is empowered to grant secondary legal instruments to both banks and some financial institutions. Regulations and directives are regarded as the most broadly well-known devices for Myanmar's financial sector. The Director of Central Bank of Myanmar can evaluate the regulations meanwhile the Governor Generals can assess directives in their particular department on the Deputy Governors' behalf.

On 25 January 2016, the parliament permitted to release the Financial Institutions Law (FIL) which is the fundamental of the present administration's banking sector reform. The purpose of releasing this law is not only to protect the investors' benefits but also to shape and stabilize the financial sector. Financial institutions are categorized as banks, development banks, non-bank financial institutions, insurance companies and micro-finance institutions under the Financial Institutions Law (FIL). The Central Bank of Myanmar serves as the governor and administer for the banking sector. The Ministry of Planning and Finance (MOPF) is conversely obligated to administer state banks and to control and direct insurance companies and financial services providers.

In 2012, the Foreign Exchange Management Law was passed and altered in 2015. This law relaxed the foreign exchange market and boosted all limitations on the agreements in the current account of the country's balance of payments (BOP). In addition, in October 2011, foreign exchange counters were recognized to employ in private banks, in December 2012, private non-bank money changers were endorsed and in August 2013, an interbank foreign exchange market was unlocked. According to Financial Investment Law, banks which have a license to operate foreign exchange business require to obey with the Foreign Exchange Management Law and the regulation which are based on this law. The law entrusts the Central Bank of Myanmar with the authority to regulate policies associated with foreign exchange and to assist banks' money market that operate in Myanmar. Moreover, the Foreign Exchange Management Law authorizes the Central Bank of Myanmar to proclaim the day by day reference rate which is based on the market exchange rate. In accordance with the international norms, the latest Anti-Money Laundering Law (Union Parliament Law No. 11/2014) was enforced on 14 March 2014.

The key objectives are to tackle money laundering and terrorist funding effectively in the nation, to prevent interference with the management, politics and social affairs of the nation using money and property acquired through illicit means, to take anti-money laundering/combating steps to fund terrorism in compliance with the International Convention Agreement, to assist with other countries and organizations in the fight against money laundering and terrorist financing and the issuance of the requisite Anti-Money Laundering/Combating the Financing of Terrorism Guidelines and Guidance for steps taken by financial institutions (Myanmar Banking Report, 2018).

3.3 Current Situation of Myanmar Banking Sector

The task of Myanmar Central Bank is to serve as a governor and administer of the banking sector. The microfinance and insurance industries as well as equity and capital markets are overseen by the Ministry of Finance. A new Foreign Exchange Act which was released in August 2012 and a reform of the Central Bank of Myanmar Law which was declared in July 2013 have been validated recently. The main banking legislation includes the Myanmar Financial Institutions Law and the CBM rules and regulations that are currently being amended.

The banking sector in Myanmar today comprises 4 state-owned banks, 27 domestic private banks and 13 branches of foreign banks. Furthermore, 49 representative offices of foreign banks also operate in Myanmar's banking sector. Due to the enormous unexploited probable of the financial sector, banks competed with each other by developing innovative services like online payment system, mobile banking and other related applications.

Together with the advent of the Financial Institution of Myanmar Law in 1992, private banks were established. With the exception of foreign exchange operations, the Financial Institution of Myanmar Law (FIML) has allowed private banks to provide more or less the full spectrum of conventional banking services. Financial institutions defined under the FIML had to be approved by the CBM but for banks, this was the final stage in the process involving the formation of a limited liability company under the Myanmar Companies Act. It was supposed that the liberalization of private banking in Myanmar will take place in three phases.

- Stage 1. Establishment of private domestic commercial banks. The opening of “representative offices” of international banks. The CBM has to vet those offices.
- Stage 2. It was appropriate to authorize domestic private banks to form joint ventures with foreign banks. These international banks were obliged to set up a representative office.
- Stage 3. Foreign banks could be formed in their own right.

Four new private banks, namely Ayeyarwady Bank Ltd, Asia Green Development Bank Ltd, United Amara Bank Ltd, and Myanmar Apex Bank Ltd, were granted banking licenses by the government in May 2010. With branches increasing to 287 branches, the quantity of private banks becomes 19. The four new banks have aggressively expanded their network of branches and opened a total of 20 branches

within one year. The involvement of a new bank can create competition between banks and enhance banking services. The bank will attempt to offer new services and products in order to improve the financial affairs of individuals.

Under that law, private banks were authorized to re-establish and operate in Myanmar and several private banks have been registered and operated annually since 1992 until now. Myanmar remains an economy primarily focused on currency. Compared to other countries in the region, Myanmar's citizens have less confidence in the banking system because they have experienced a banking and currency crisis before. For this purpose, to protect their financial status, most individuals tend to hold cash in hand, or purchase land.

However, the financial sector has taken important steps to minimize cash transactions in the past couple of years: 21 out of 28 banks have entered the SWIFT scheme, enabling local banks to make financial transactions with international correspondent banks. In 2011, Myanmar Banks set up the Myanmar Payment Union (MPU) to provide as a national transfer payment for Myanmar. In order to promote cashless discharges, the MPU offers electrical support system such as Automated Teller Machines (ATM), Point of Sale (POS) terminals and mobile banking. As membership of the MPU, 3 state-owned banks and 14 non state-owned banks are included. MPU became a public company in 2015, with 23 of 28 Myanmar Banks entering as members. In Myanmar, MPU cardholders can connect nearly 1,700 ATMs nationwide and use nearly 3,500 POS terminals. Moreover, the cardholder may also purchase on 32 e-commerce website.

It is the first time in 50 years that foreign banks have been permitted to finance the country economy with their vast international expertise and worldwide networks. In 2016, licenses were granted to 13 external banks by the Central Bank to unlock a subsidiary in Yangon. Foreign bank branches are restricted to wholesale banking and are not allowed to participate in retail banking, although it is anticipated that they will contribute to the growth of the domestic banking sector by participating in the interbank market, lending to domestic banks and engaging in foreign exchange transactions.

Foreign banks are authorized to issue overdrafts, to receive deposits in both foreign and national currency from overseas entity and local banks. According to the CBM Regulation, each foreign bank needs to have a minimum investment capital of 75 million USD. The introduction of international banks has also brought important

benefits to both foreign investors and local companies, such as faster foreign trade transactions and the potential for local investors to develop their export market.

In order to create a qualified regulative territory for systematic and secure mobile financial services system, a rule towards mobile financial services had released on 30 March 2016 by Myanmar Central Bank. This legislation requires a range of services to be provided by mobile financial service providers, including cash transfers and domestic payments. However, several factors need to be strengthened in order for the banking sector to expand, such as good customer service, trust building, and a large distribution network.

3.4 Profiles of Selected Private Banks

This study has focused on the top five banks in terms of the highest number of bank branches in Myanmar. The following section describes basic details about these banks.

3.4.1 Kanbawza (KBZ) Bank

Kanbawza Bank (KBZ) is Myanmar's dominant financial institution in the private sector. Founded in Taunggyi (Shan State) in 1994, KBZ bank is part of the wider KBZ group of airlines, insurance (IKBZ), tourism, argo-industry, infrastructure, light industry, and import-export. One of Myanmar's most recognizable symbols is the KBZ logo. KBZ Bank which has highest number of branches is now the biggest private banks in Myanmar. Around 40 percent of the retail and commercial banking market share in the region is presently accounted for by KBZ Bank. In nation's speedily developing financial services, the bank gets the first position mostly in the digital and technology sectors, throughout a procedure that recognizes the opportunities of innovations, the demands of the citizens of Myanmar and the unique context of the country's economy.

Due to the economy of Myanmar grows and opens up, KBZ bank perceives exciting opportunities to operate with external capitalist by offering an essential and critical link to Myanmar's fast-growing cities, entrepreneurs and local communities. KBZPay (a mobile wallet connected with individuals to a digital economy) was introduced in 2018 in line with the ambition of KBZ Bank toward 100 % financial inclusion to support the development ambitions and needs of Myanmar. It also conveys financial services further than the bank's physical branches and into the

hands of its customers. Nowadays, KBZ Bank has over 1,000 automatic teller machines (ATM) and nearly 20,000 employees across the country.

3.4.2 Ayeyarwady (AYA) Bank

AYA bank (one of the Max Myanmar Group of Companies) which is recommended by the Central Bank of Myanmar got domestic banking business license to operate from the Ministry of Finance & Revenue on 2nd July, 2010. The bank is allowed to run as an investment or development bank for the home market. The head office of AYA bank is situated in the Rowe Building Kyauktada Township of Yangon. With over 265 branches, 1.4 million customers, MMKyat 4.7 trillion customer deposits and 150 billion shareowners' worth, the bank has enlarged steadily over the past seven years to be the second largest in the region. As a member of the United Nations Global Compact (UNGC), AYA Bank is committed to implement and to comply global standards in Corporate Governance and best practices in its management and operations. Consequently, since 2014-15, AYA Bank has been the only IFRS compliant bank in Myanmar and the only one audited by a major international firm under International Auditing Standards (ISA). The bank has also recruited and retained talented workers with domestic and foreign recognition and has invested extensively in Learning & Development as a way for the communities it serves to ensure long-term economic growth. Nowadays, AYA bank operates with more than 8600 employees and has over 781 ATMs.

The bank will continue to expand its branch network across Myanmar for the years ahead while simultaneously investing in state-of-the-art Core Banking, Digital Banking and Fintech platforms. AYA Bank aims to provide a uniform omni-channel platform across all consumer segments that offer creative products and services. AYA Bank will also continue to concentrate on strengthening customer relationships, delivering best-in-class customer support, and leveraging technology as the enabler for rapid customer base growth. As a measure to ensure balance and sustain growth, the bank also seeks to further strengthen its governance, risk and enforcement structure. Nowadays, AYA bank operates with more than 8600 employees and has over 781 ATMs across the country.

3.4.3 Co-operative Bank (CB)

Co-operative Bank Ltd. (CB Bank) is one of the Myanmar's oldest and largest private banks. Under the laws of Financial Institutions of Myanmar and the Central Bank of Myanmar, the bank was founded on 21st August 1992 through the agreement of the Central Bank of Myanmar. The Chairman and CEO of CB Bank are U Khin Mg Aye and U Kyaw Lynn and CB Bank has come a long way in 25 years from 33 people in 1992 and in 2016, had around 7,000 employees. Firstly, CB Bank founded as a private bank in 1992 and has converted into a public company through a merger with two other banks (Cooperative Farmers Bank and Cooperative Promoters Bank). The head office of CB Bank is situated in the Botahtaung township area of Yangon. In May 2013, CB Bank developed as the first bank which issued a debit card ATM cards and credit cards in Myanmar. Moreover, CB Bank initiated to provide mobile banking services through the app to workforce and corporate customer which involve basic banking functions and remote access banking services.

In partnership with the Japanese Government and state-owned Myanmar Company Insurance, from 2016 onwards, CB Bank and several other banks began providing loans to SMEs. In addition, the German KfW bank has selected CB Bank to provide EUR 4.45 million worth of loans to SMEs in Myanmar on the basis of market research and due diligence provided to SMEs or loans with or without collateral. CB Bank inscribed a concurrence with Diebold Nixdorf Company in January 2017 in order to extend its cardless cash withdrawal services and peer to peer products to self-service banking in Myanmar for systems, applications and services. The goal of CB Bank, which is one of the largest ATM networks in Myanmar, is to double the number of terminals used by its self-service network. In addition, Grab, an online cab aggregator, collaborated with CB Bank in August 2017 to provide its drivers with banking services. The drivers benefited from the scheme to use ATM cards and bank accounts. In September 2017, the bank declared the launching of M-Pitesan, a mobile wallet that will provide the transfer of money across the nation and bill payment services in collaboration with one of the country's telecommunication operators namely Ooredoo. At the same time, the contactless payment system was introduced in partnership with Visa and MasterCard payment service providers. This service assists customers to settle the payments by using Visa and MasterCard contactless Point of Sale (POS) machines. Moreover, in May 2019, to introduce the CB-Telenor co-branded Visa credit card, CB Bank and Telenor Myanmar inscribed as

an alliance with Visa. The purpose of this alliance is to boost financial services and extend the well-being of the Platinum users in Myanmar.

3.4.4 Myanmar Apex Bank (MAB)

One of the private commercial banks in Myanmar, MAB was founded by U Chit Khing, owner of Eden Group, on 2 July 2010 with the aim of being a multi-service bank that offers financial solutions to all individual and corporate customers in accordance with their needs, while keeping going excellence in customer service at the same time. The head office is situated in No, 207, Thein Phyu Rd, Middle Block, Botahtaung Township area of Yangon. Since its commencement, the branch network has been gradually expanded to promote business growth and investment in Myanmar and to better serve the increasing client base across a broader banking network. Moreover, owing to the delivery of quality service, trustworthy performance, customer loyalty and trust among the general population, customer deposits have increased dramatically.

With several years of expert experience in national and international banking, MAB have both local and foreign professionals. In order to maintain future long-term growth and to remain ahead of rising competition, the bank has widely made investment in technology and human capital. As local banking services, the bank offers a wide variety of deposit products, funding solutions for large and small companies via loans, overdraft and hire transactions, secure and robust ATM, Point of Sale service via Myanmar Payment Union (MPU), VISA and MASTER card networks. As foreign banking services, the banks offers global payment services like Western Union, VISA, Master Card and China Union Pay. Moreover, the bank provides other services such as gift cheques, payment orders and local remittance.

3.4.5 United Amara Bank (UAB)

UAB bank is one of the leading banks in Myanmar. The bank was founded in 2010 as a fully-fledged private domestic bank. On 16th August 2010, the first branch was opened in Nay Pyi Taw and nowadays the bank serves its customer in 47 townships throughout Myanmar through a growing network of over 78 branches. The network is expected to grow further by the end of 2017 to 100 branches. United Amara Bank offers a broad range of financial services which involve customer banking, premium banking, small and medium-sized enterprise banking, corporate

banking and commercial financial and treasury services. An Authorized Dealer License was attained in 2011, enabling the bank to carry out foreign exchange transactions via its Money Changer Counters, and a Foreign Banking License was subsequently acquired on 9th July 2012, enabling the bank to conduct foreign banking transactions. Currently, the bank is fully authorized to perform transference of international cash and to issue Letters of Credit.

In addition to conventional branches that are currently connected online through a modern Core Banking system, the bank presently installs a variety of ATMs around the country and offers its customers with Internet Banking facility for 24/7 access. Now, United Amara Bank works as a fully-fledged banking company by servicing its customers via its branches and electronic channels in Myanmar in both local and international currencies. The critical element of the Bank's culture is risk management corporate governance and the bank is strongly committed to its "Safe, Sound, Trustworthy" slogan. Commitment to training its staff is also a critical element of ensuring that the bank is able to provide customer with quality services. In order to reflect its increasing maturity, the bank received a number of awards in 2014 and 2015, and recognition continues to increase both domestically and internationally.

CHAPTER 4

ANALYSIS OF THE EFFECT OF EMOTIONAL INTELLIGENCE ON LEADERSHIP STYLES OF MANAGERS IN PRIVATE BANKS

This chapter summarizes the results of the study and attempts to identify and explain the methodology applied to assess the effect of emotional intelligence on managers' leadership styles. In addition, this chapter consists of a discussion on research design, respondents' demographic variables, the method used to assess the reliability of the scale, and the statistical and inferential methods used to obtain the results of the study for the analysis of data.

4.1 Research Design

The current study focuses on the effect of emotional intelligence on leadership styles of managers in Myanmar Private Banks. In order to evaluate the objectives, the research, the survey questionnaires were carried out. A question was chosen as a research method, because a lot of respondents can be reached in a relatively short period of time. This study applies quantitative research approach. The data was collected by using five points Likert-scale and interpreted by using multiple regression analysis. Nowadays, 27 private banks are operated in Myanmar banking industry. From them, five private banks namely, KBZ bank, AYA bank, CB bank, MAB bank and UBA bank are selected in term of highest number of branches in Myanmar. The required sample size was selected by using simple random sampling method. The target population of this study includes 325 managers in five selected private banks and questionnaires are distributed to 40%, 130 managers as a sample from the target population for primary data. For the secondary data, relevant books, articles, journals, dissertations and internet website are utilized. The questionnaires are divided into three sections. The demographic profile of respondents is expressed in the first section. Emotional intelligence factors and leadership styles are described in the second and the third section. First section includes six questions, second section includes thirty-one questions and third section includes twenty-six questions.

4.2 Demographic Variables of Respondents

According to the survey result, the surveyed respondents are classified into five criteria: gender, age, marital status, education level and working experience. All of the data are collected from the survey question and were interpreted on average and percentage distribution.

Table (4.1) Demographic Variables of Respondents

Variables		Frequency	Percent (%)	Cumulative Percent (%)
Gender	Male	43	33.1	33.1
	Female	87	66.9	100
Age (in years)	21-30	34	26.2	26.2
	31-40	57	43.8	70
	41-50	35	26.9	96.9
	Over 50	4	3.1	100
Marital Status	Single	55	42.3	42.3
	Married	75	57.7	100
Education Level	Bachelor Degree	88	67.7	67.7
	Master Degree	41	31.5	99.2
	Ph.D	1	0.8	100
Working Experience	Below 5 years	12	9.2	9.2
	From 5 to 10	44	33.8	43
	From 10 to 15	28	21.5	64.5
	Above 15 years	46	35.4	100

Source: Survey Data (2020)

According to table (4.1), the demographic variables of this study were determined by gender, age, marital status, education level and working experience. Gender was grouped into males and female; 43 males, (33.1%) and 87 females, (66.9%) particularly. Age was categorized into four groups; 21-30, 31-40, 41-50 and over 50 years; the frequencies of respondents were 34 or (26.2%), 57 or (43.8%), 35 or (26.9%) and 4 or (3.1%) particularly. Marital status was grouped into two categories; single and married. 55 respondents or (42.3%) were single and 75 respondents or

(57.7%) were married. Education level was classified into three groups; bachelor degree, master degree and Ph.D with the respondents of 88, 41 and 1 particularly. The percentages were 67.7%, 31.5% and 0.8% particularly. There are also four categories into working experience. They are below 5 years, from 5 to 10 years, from 10 to 15 years and above 15 years, with the frequency of 12, 44, 28, and 46 particularly and percentages are 9.2%, 33.8%, 21.5% and 35.4% particularly.

4.3 Assessment of the Reliability of the Scale

In this study, Likert-scales were commonly used. Therefore, before they are used, each dimension's reliability should be tested. Reliability refers to the degree to which data collection methods and processes of study can generate similar results to those of previous researchers. Reliability measurements give accuracy in the calculation of variables. Reliability for internal accuracy ensures consistency in the calculation of variables. The most widely used psychometric measure that tests survey instruments and skis is internal reliability (Zhang, Waszink & Wijngaard, 2000). The basic formula for the determination of reliability based on internal consistency is Cronbach alpha (Kim & Cha, 2002).

Cronbach's alpha value is used in this study as an indicator of internal accuracy of the scales used in the questionnaire. If alpha value is low, then at least one of the items is unreliable and must be identified through the process of item analysis. Nevertheless, as per DeVellis (2003), the alpha value should preferably be above 0.6.

Table (4.2) Reliability Test from Respondent Responses on Scale Items

Scale	Type of Scale	No. of Items	Cronbach's Alpha
Self-Awareness	5-point Likert	8	0.72
Self-Management	5-point Likert	9	0.79
Social Awareness	5-point Likert	9	0.82
Relationship Management	5-point Likert	5	0.74
Transformational Leadership	5-point Likert	7	0.85
Transactional Leadership	5-point Likert	6	0.77
Situational Leadership	5-point Likert	7	0.75
Participative Leadership	5-point Likert	6	0.80

Source: SPSS Outputs

The results of the Cronbach alpha value were above 0.7 according to table (4.2), which suggests very good internal accuracy and reliability for the scale with this sample.

4.4 Analyzing Emotional Intelligence Dimensions

In this study, emotional intelligence of managers in private banks are analyzed with four variables namely, self-awareness, self-management, social awareness and relationship management by utilizing mean score and standard deviation. If the mean score of each emotional intelligence factor is above 3, managers have this sort of emotional intelligence. If the mean score of each emotional intelligence factor is less than 3, managers may not have such kind of emotional intelligence. The results and analysis of each variable will be shown in details as follows.

Table (4.3) Level of Self-Awareness of Managers in Selected Private Banks

No	Statement	Mean	Std. Dev
1	I know how my feeling impact my own performance	4.25	0.761
2	When I feel bad, I know exactly what or who is upsetting me	4.30	0.711
3	I can understand whether I feel sad or angry or disturbed	4.43	0.681
4	I am a highly motivated person	4.38	0.696
5	I try to get the best possible results when I do things	4.66	0.491
6	No matter what the emotional situations is, I can handle it effectively	3.78	0.835
7	I know clearly my strengths and weaknesses	4.16	0.713
8	I can regulate my feelings without hurting others around me	4.00	0.844
Overall Mean		4.25	

Source: Survey Data (2020)

According to table (4.3), the highest mean score is 4.66 in that managers in Myanmar Private Banks try to get the best possible results when they do things. At the same time, the lowest mean score is 3.78 in which no matter what the emotional situations is, they can handle it effectively. The overall mean score self-awareness is

4.25. Thus, it can be concluded that the managers of selected private banks have the field of self-awareness.

Table (4.4) Level of Self-Management of Managers in Selected Private Banks

No	Statement	Mean	Std. Dev
1	When I am angry or upset, I try to understand why	4.17	0.717
2	I can think of many ways to get out of change in my mood	3.95	0.786
3	I always practice what I advise to others	4.19	0.769
4	I always stay optimistic, even if things go wrong	3.88	0.726
5	I can stay calm and overcome anxiety in almost all situations	3.75	0.845
6	I can receive feedback without becoming defensive	3.55	0.864
7	I pay attention & listen to others without jumping to conclusion	4.13	0.741
8	I always pay attention to the world around me	3.93	0.891
9	I stay relaxed and composed under pressure	3.55	0.933
Overall Mean		3.90	

Source: Survey Data (2020)

According to table (4.4), this study discovered that the highest mean score is 4.19 in which Myanmar Private Banks' managers always practice what I advise to others. On the other hand, the lowest mean score is 3.55 in which managers can receive feedback without becoming defensive and they stay relaxed and composed under pressure. The overall mean score self-management is 3.90. Thus, it can be concluded that the managers of selected private banks have the field of self-management.

Table (4.5) Level of Social Awareness of Managers in Selected Private Banks

No	Statement	Mean	Std. Dev
1	I can read people's mind, moods, feelings and non-verbal cues	3.69	0.852
2	I am usually aware of other's feelings	3.75	0.817
3	I focus on people's positive qualities	4.13	0.791
4	I can see things from other point of view	4.12	0.711
5	I am sensitive to other people's emotions and moods	3.25	0.975
6	I can sense someone's feelings even if it is unspoken by others	3.64	0.797
7	I enjoy my friends, neighbors and relative a lot	3.87	0.918
8	I communicate effectively in social situation	4.18	0.644
9	People working with me feel that I help them in their career & work	3.81	0.748
Overall Mean		3.83	

Source: Survey Data (2020)

According to table (4.5), the highest mean score is 4.18 in that managers in Myanmar Private Banks communicate effectively in social situation. At the same time, the lowest mean score is 3.25 in which they are sensitive to other people's emotions and moods. The overall mean score self-awareness is 3.83. Thus, it can be concluded that the managers of selected private banks have the field of social awareness.

Table (4.6) Level of Relationship Management of Managers in Selected Private Banks

No	Statement	Mean	Std. Dev
1	I am very skilled in handling troubled social situations to solve issues	3.44	0.807
2	My understandings of others made me to live life happily	4.04	0.772
3	My concern towards people makes them work for me	3.88	0.835
4	I can choose the role that I want to have in a group	3.77	0.894
5	I openly share my principle and beliefs with others	3.99	0.792
Overall Mean		3.82	

Source: Survey Data (2020)

According to table (4.6), this study found that the highest mean score is 4.04 in which respondents' understandings of others made them to live life happily. On the other hand, the lowest mean score is 3.44 in which they are very skilled in handling troubled social situation to solve issues. The overall mean score self-management is 3.82. Thus, it can be concluded that the managers of selected private banks have the field of relationship management.

Table (4.7) Emotional Intelligence Level of Managers in Selected Private Banks

No	EI Dimensions	Overall Mean	Level
1	Self-Awareness	4.25	High
2	Self-Management	3.90	High
3	Social Awareness	3.83	High
4	Relationship Management	3.82	High

Source: Survey Data (2020)

Table (4.7) indicated that the emotional intelligence level of private banks' managers. According to (Sekaran and Bougie, 2010), the mean values were broken down into three levels in which mean score of less than 2 are described as low level, mean score between 2 and less than 3.5 are expressed as moderate level and mean score above 3.5 are depicted as high level. The overall mean scores of each emotional

intelligence dimension are above 3.5. Therefore, this can be assumed that all of the managers have a high emotional intelligence level.

4.5 Analyzing Leadership Styles

In this study, leadership styles of managers in private banks are analyzed with four styles namely, transformational, transactional, situational and participative leadership styles by utilizing mean score and standard deviation. If the mean score of each style is above 3, managers can apply this type of leadership style and conversely, this type of leadership style is not adopted by managers if the mean score of each style is less than 3. The results and analysis of each style will be shown in details as follows.

Table (4.8) Level of Transformational Leadership Style of Managers in Selected Private Banks

No	Statement	Mean	Std. Dev
1	I made others feel good to be around me	4.01	0.676
2	Others have faith in me	4.25	0.588
3	I instruct with clear word what we could and we should do	4.42	0.595
4	I help others to find meaning in their works	4.48	0.546
5	I allow others to think about old problems in new ways	4.29	0.640
6	I get others to think ideas that they had never questioned before	4.22	0.696
7	I help subordinates to feel comfortable and to improve skills and talent	4.28	0.682
Overall Mean		4.28	

Source: Survey Data (2020)

Table (4.8) indicated the transformational leadership style utilized by managers of private banks. According to survey results, all of the managers effectively utilized transformational leadership style over their subordinates because the overall mean score is 4.28. In this study, 7 statements are used to measure the perception of managers' transformational leadership style. Among them, to influence

subordinates with transformational leadership, managers help others to find meaning in their works because of the highest mean score (4.48).

Table (4.9) Level of Transactional Leadership Style of Managers in Selected Private Banks

No	Statement	Mean	Std. Dev
1	I tell others what to do if they want to be praised for their work.	4.13	0.741
2	I provide recognition when others reach their goals.	3.92	0.798
3	I emphasize on what others can get for what they accomplish.	4.41	0.566
4	I am satisfied when others meet established standards.	4.46	0.672
5	As long as things are working, I do not try to change anything.	2.88	1.090
6	I tell the standards and procedures they have to know to perform their work.	4.26	0.642
Overall Mean		4.01	

Source: Survey Data (2020)

Table (4.9) described the transactional leadership style utilized by managers of private banks. According to survey results, all of the managers are effectively utilized transactional leadership style over their followers because the overall mean score is 4.01. In this study, 6 statements are employed to measure the perception of managers' transactional leadership style. Among them, the highest mean score is 4.46 in which managers are satisfied when others meet established standards and the lowest mean score is 2.88 in which managers do not try to change anything as long as things are working.

Table (4.10) Level of Situational Leadership Style of Managers in Myanmar Selected Private Banks

No	Statement	Mean	Std. Dev
1	I rely on delegating when subordinates can do the job and are motivated to do it.	4.42	0.608
2	I believe in subordinates that they do well and they need little supervision.	4.04	0.791
3	I involve only in decision making and problem solving but implementation is mostly in the hands of the subordinates.	3.31	1.213
4	I guide subordinates on what to do and how to do it.	4.41	0.580
5	I motivate and encourage subordinates to improve confidence.	4.54	0.559
6	I spend time listening, advising and helping subordinates to gain necessary skills.	4.48	0.587
7	I provide specific guidance and close supervision to subordinates.	4.42	0.633
Overall Mean		4.23	

Source: Survey Data (2020)

Table (4.10) presented the situational leadership style utilized by managers of private banks. According to survey results, all of the managers are effectively utilized situational leadership style over others because the overall mean score is 4.23. In this study, 7 statements are exercised to measure the perception of managers' situational leadership style. Among them, to influence employees with situational leadership, managers motivate and encourage subordinates to improve confidence because this statement is the highest mean score (4.54).

Table (4.11) Level of Participative Leadership Style of Managers in Selected Private Banks

No	Statement	Mean	Std. Dev
1	I encourage all of my subordinates to express their ideas/suggestions.	4.47	0.545
2	I listen to all of my subordinates' ideas and suggestions.	4.51	0.546
3	I use all of my subordinates' suggestions to make decisions that affect us.	4.42	0.595
4	I give all of my subordinates a chance to voice their opinions.	4.47	0.545
5	I consider all of my subordinates' ideas when I disagree with them.	4.18	0.698
6	I don't make decisions that are based only on my own ideas.	3.95	1.059
Overall Mean		4.33	

Source: Survey Data (2020)

Table (4.11) described the participative leadership style utilized by managers of private banks. According to survey results, all of the managers are effectively and efficiently utilized participative leadership style over their followers because the overall mean score is 4.33. In this study, 6 statements are used to measure the perception of managers' participative leadership style. Among them, the highest mean score is 4.51 in which all managers listen to subordinates' ideas and suggestions and the lowest mean score is 3.95 in which managers don't make decisions that are based only on their own ideas.

Table (4.12) Adopted Leadership Styles of Managers in Selected Private Banks

No	Leadership Styles	Overall Mean
1	Transformational Leadership	4.28
2	Transactional Leadership	4.01
3	Situational Leadership	4.23
4	Participative Leadership	4.33

Source: Survey Data (2020)

Table (4.12) presented the practicable leadership styles of managers in private banks. According to overall mean score of each leadership style, all managers in private banks apply mentioned leadership styles because all the mean scores are above 4. Among these leadership styles, the majority of managers apply participative leadership style because this style has the highest mean score. However, transactional leadership style is the least applied since it has the lowest mean score of 4.01. In addition, according to the mean score of 4.28 and 4.23, transformational and situational leadership styles are reasonably applied.

4.6 Effect of Emotional Intelligence on Four Leadership Styles of Managers in Selected Private Bank

By evaluating the coefficient of multiple determination and regression equation, multiple regression analysis is performed to evaluate the relationship between independent variable which is more than one and only one dependent variable. Multiple regression analysis basically offers an interpretation of whether there is a correlation between the independent variables and the dependent variable. In this study, to analyze the effect of emotional intelligence on leadership styles of managers in selected private bank, multiple regression analysis is applied. Leadership styles, namely transformational, transactional, situational and participative leadership styles, in multiple regression model are used as dependent variables and emotional intelligence factors, including self-awareness, self-management, social awareness and relationship management are used as independent variables.

Table (4.13) Effect of Emotional Intelligence on Transformational Leadership Style of Managers in Selected Private Banks

EI Dimensions	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.391	.319		4.352	.000
Self-Awareness	.266	.103	.243	2.570	.011
Self-Management	.021	.094	.022	.219	.827
Social Awareness	.139	.082	.157	1.689	.094
Relationship Management	.301	.079	.374	3.791	.000
N=130, Adj R ² = .443, F = 26.697 (p-value = 0.000) DW = 1.900					

Source: SPSS Output (2020)

According to the estimated multiple linear regression model shown in Table (4.13), the F-value which 26.697 is significant at the 1% level. This indicates that the overall regression model with these four emotional intelligence dimensions such as self-awareness, self-management, social awareness, and relationship management can well explain the variation of the transformational leadership style. The adjusted R^2 for the model is 0.443 which indicates 44.3% of the variation in perceived transformational leadership style can explained by the variation of overall emotional intelligence. As a result, two dimensions out of four such as self-awareness and relationship management have significant positive relationship with transformational leadership style. ($p < 0.05$).

According to the results, relationship management ($\beta_4 = 0.301$, Standardized Beta = .374) has the greatest impact on transformational leadership style in Myanmar private bank. This can be explained that every unit increases in perceived scores of relationship management will result an increase of 0.301 units in transformational leadership style, holding other variables constant. Subsequently, self-awareness ($\beta_1 = 0.266$, Standardized Beta = .243) has the second strongest impact in transformational leadership style.

To determine the violation of required assumption from multiple linear regression model of transformational leadership style on four emotional intelligence dimensions, testing for normality disturbance have been used. One of the basic assumptions is that disturbances are normally distributed with zero mean and constant variance. To check whether the disturbances are normally distributed, histogram and Normal Q-Q plot of the disturbances of the model can be constructed. By SPSS output, the histogram of the standardized residual and Normal P-P plot of the standardized residual for the multiple linear regression model of transformational leadership style model are detailed shown in appendix. Then Durbin Waston value is close to 2, it can be concluded that there is no autocorrelation among residual term and relatively normal.

Table (4.14) Effect of Emotional Intelligence on Transactional Leadership Style of Managers in Selected Private Banks

EI Dimensions	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.709	.363		4.707	.000
Self-Awareness	.107	.118	.096	.912	.363
Self-Management	.044	.107	.047	.413	.680
Social Awareness	.128	.094	.141	1.370	.173
Relationship Management	.310	.090	.377	3.437	.001
N=130, Adj R ² = .312, F = 15.634 (p-value = 0.000) DW = 2.131					

Source: SPSS Output (2020)

According to the estimated multiple linear regression model shown in Table (4.14), the F-value which 15.637 is significant at the 1% level. This indicates that the overall regression model with these four emotional intelligence dimensions such as self-awareness, self-management, social awareness, and relationship management can well explain the variation the transactional leadership style. The adjusted R² for the model is 0.312 which indicates 31.2% of the variation in perceived transactional leadership style can explained by the variation of overall emotional intelligence. As a result, one dimension out of four such as relationship management has significant positive relationship with transactional leadership style. (p<0.05).

According to the results, relationship management ($\beta_4 = 0.310$, Standardized Beta = .377) has the greatest impact on transactional leadership style in Myanmar private bank. This can be explained that every unit increases in perceived scores of relationship management will result an increase of 0.310 units in transactional leadership style, holding other variables constant.

To determine the violation of required assumption from multiple linear regression model of transactional leadership style on four emotional intelligence dimensions, testing for normality disturbance have been used. One of the basic assumptions is that disturbances are normally distributed with zero mean and constant variance. To check whether the disturbances are normally distributed, histogram and Normal Q-Q plot of the disturbances of the model can be constructed. By SPSS

output, the histogram of the standardized residual and Normal P-P plot of the standardized residual for the multiple linear regression model of transactional leadership style model are detailed shown in appendix. Then Durbin Waston value is above 2, it can be concluded that there is no autocorrelation among residual term and relatively normal.

Table (4.15) Effect of Emotional Intelligence on Situational Leadership Style of Managers in Selected Private Banks

EI Dimensions	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.995	.378		5.282	.000
Self-Awareness	.247	.122	.222	2.017	.046
Self-Management	.055	.111	.058	.493	.623
Social Awareness	-.003	.097	-.004	-.034	.973
Relationship Management	.258	.094	.317	2.756	.007
N=130, Adj R ² = .244, F = 15.634 (p-value = 0.000) DW = 1.840					

Source: SPSS Output (2020)

According to the estimated multiple linear regression model shown in Table (4.15), the F-value which 15.634 is significant at the 1% level. This indicates that the overall regression model with these four emotional intelligence dimensions such as self-awareness, self-management, social awareness, and relationship management can well explain the variation the situational leadership style. The adjusted R² for the model is 0.244 which indicates 24.4% of the variation in perceived situational leadership style can explained by the variation of overall emotional intelligence. As a result, two dimensions out of four such as self-awareness and relationship management have significant positive relationship with situational leadership style. (p<0.05).

According to the results, relationship management ($\beta_4 = 0.258$, Standardized Beta = .317) has the greatest impact on situational leadership style in Myanmar private bank. This can be explained that every unit increases in perceived scores of relationship management will result an increase of 0.258 units in situational

leadership style, holding other variables constant. Subsequently, self-awareness ($\beta_1 = 0.247$, Standardized Beta =.222) has the second strongest impact in situational leadership style.

To determine the violation of required assumption from multiple linear regression model of situational leadership style on four emotional intelligence dimensions, testing for normality disturbance have been used. One of the basic assumptions is that disturbances are normally distributed with zero mean and constant variance. To check whether the disturbances are normally distributed, histogram and Normal Q-Q plot of the disturbances of the model can be constructed. By SPSS output, the histogram of the standardized residual and Normal P-P plot of the standardized residual for the multiple linear regression model of situational leadership style model are detailed shown in appendix. Then Durbin Waston value is close to 2, it can be concluded that there is no autocorrelation among residual term and relatively normal.

Table (4.16) Effect of Emotional Intelligence on Participative Leadership Style of Managers in Selected Private Banks

EI Dimensions	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.925	.380		5.072	.000
Self-Awareness	.167	.123	.145	1.356	.178
Self-Management	.030	.111	.031	.269	.788
Social Awareness	.134	.098	.144	1.375	.172
Relationship Management	.279	.094	.330	2.966	.004
N=130, Adj R ² = .290, F = 14.192 (p-value = 0.000) DW = 2.103					

Source: SPSS Output (2020)

According to the estimated multiple linear regression model shown in Table (4.16), the F-value which 14.192 is significant at the 0.01 level. This indicates that the overall regression model with these four emotional intelligence dimensions such as self-awareness, self-management, social awareness, and relationship management can well explain the variation the participative leadership style. The adjusted R² for the

model is 0.290 which indicates 29.0% of the variation in perceived participative leadership style can explained by the variation of overall emotional intelligence. As a result, one dimension out of four such as relationship management has significant positive relationship with participative leadership style. ($p < 0.05$).

According to the results, relationship management ($\beta_4 = 0.279$, Standardized Beta = .330) has the greatest impact on participative leadership style in Myanmar private bank. This can be explained that every unit increases in perceived scores of relationship management will result an increase of 0.279 units in participative leadership style, holding other variables constant.

To determine the violation of required assumption from multiple linear regression model of participative leadership style on four emotional intelligence dimensions, testing for normality disturbance have been used. One of the basic assumptions is that disturbances are normally distributed with zero mean and constant variance. To check whether the disturbances are normally distributed, histogram and Normal Q-Q plot of the disturbances of the model can be constructed. By SPSS output, the histogram of the standardized residual and Normal P-P plot of the standardized residual for the multiple linear regression model of participative leadership style model are detailed shown in appendix. Then Durbin Waston value is above 2, it can be concluded that there is no autocorrelation among residual term and relatively normal.

CHAPTER 5

CONCLUSION

This chapter presents the findings of the study. It also discusses the major theoretical implications and suggestions. The implication of findings, suggestions and future directions for further research are put forward. In order to infer the relationship between the variables, multiple linear regression analysis is employed. The findings based on the research objectives which guided the study are summarized below.

5.1 Findings and Discussion

For executives and managers, emotional intelligence leadership is needed and this also leads to better business outcomes, happier employees and more efficient team. Therefore, this study examines the effect of emotional intelligence on leadership styles of managers in selected private banks. Two objectives are defined for this study. The first objective is to describe the level of emotional intelligence and the dominant leadership styles of managers in selected private banks. The second objective is to analyze the effect of emotional intelligence on leadership styles of managers in selected private banks.

Frequencies and percentages are analyzed for the demographic variables of the respondents. In five private banks, the number of male respondents is less than female respondents. This describes that women seemed to be ideal for the jobs that were primarily created at the offices of private banks in Myanmar. The majority of respondents who are between 31 and 40 years of age are married. According to the education level, the majority of respondents are graduated level. This indicates that managers who perform in banking sector require the minimum qualification of graduated degree. Regarding with working experience in the banking sector, the majority have above 15 years of working experience.

Descriptive statistics is utilized to describe the level of emotional intelligence and the dominant leadership styles of managers in selected private banks which is the first objective of this study. In this study, emotional intelligence is measured by self-awareness, self-management, social awareness and relationship management and leadership styles are measured by transformational leadership style, transactional leadership style, situational leadership styles and participative leadership style.

According to the result, managers in private banks have high emotional intelligence level. This indicates that managers in private banks have the ability to read and understand own emotions, the ability to recognize its influence on own performance and the ability to understand own strength and weakness. And then, managers also have the ability to control the behaviors, thoughts and feelings in versatile ways to achieve the desired results and the ability to correctly notice other people's emotion around them and read circumstances appropriately because managers have high level of self-management and social awareness emotional intelligence dimension. Furthermore, managers in private banks have the ability to establish and keep good relationships, communicate effectively, encourage and influence others, perform well in a team and resolve conflicts.

According to the result, the most adopted leadership style of managers in private banks is participative leadership style. This means that to make the decision, managers in private banks encourage subordinates to express their ideas and suggestions, give subordinates a chance to voice their opinions, and listen to subordinates' ideas and suggestions. The second adopted leadership style is transformational leadership style and this indicates that managers promote, inspires and motivate subordinates, followers and employees to innovate and generate progress that helps to expand and shape future success. The third adopted leadership style is situational leadership style. This also suggests that managers in private banks adapt their leading style to match a team's current working environment and/or needs. The least adopted leadership style is transactional leadership and it indicates that managers in private banks focus on outcomes, conforms to their respective banks' current structure and evaluates success according to the scheme of incentives and penalties of respective banks.

Multiple linear regression analysis is utilized to analyze the effect of emotional intelligence on leadership styles of managers in private banks which is the second objective of current study. According to the outcomes of correlation coefficient, there is positive linear relationship between independent variables namely self-awareness, self-management, social awareness and relationship management and dependent variables namely transformational, transactional, situational and participative leadership styles. This result indicates that managers in private banks will adopt these types of leadership styles if they have high level of emotional intelligence.

According to multiple regression analysis, emotional intelligence has a significant effect on leadership styles of managers in selected private banks. Among the four independent variables utilized in this study, relationship management has significant influence on four leadership styles and self-awareness has significant influence on only two leadership styles namely, transformational and situational leadership styles. This result indicates that to be more effective leadership styles, managers in private banks need to have high self-awareness and relationship management emotional intelligence level.

5.2 Suggestion and Recommendation

Today, all of the private banks in Myanmar extremely attempt to get the stated objectives, goals, mission and vision and to obtain more market shares among each other because each of the private banks faces with competitive situation. In attempting to obtain the stated objectives and achieve more market share, the adopted leadership style of managers plays a vital role. It was examined that participative leadership style, transformational leadership style, situational leadership style and transactional leadership style are widely adopted by the managers of selected private banks. Among them, the most widely adopted leadership style is participative leadership style. Participative leadership provides a host of benefits to an organization willing to use it. By making employees involved in company decision, managers raise their awareness, encourage their contributions and raise their morale. If employees are encouraged to contribute, they will try more and more and they will think and provide effective and creative ideas to get the objectives. Thus, managers of private banks in Myanmar should focus on keeping utilization of this kind of leadership style.

Moreover, managers should also focus on implementation of the transformational leadership style because it stimulates the hidden energies of employees to achieve the current obligations towards work and complete the tasks and at the same time help to achieve future hopes and ambitions. According to the perception of managers, transactional leadership style is the least adopted leadership style. However, this kind of leadership is useful to motivate and appeal employees who want incentives and reward. If employee knows the reward for his jobs, he will perform well and this can lead to high productivity. Since, banking sector is also labor

intensive sector and this type of leadership style should be focus on more utilization by managers.

Nowadays, emotional intelligence is regarded as a vitally important concept that leaders have to learn for the success of any organization. According to the findings of the research study, the majorities of the managers are practicing emotional intelligence competencies and have high emotional intelligence level and leadership behavior is affected and is shaped by the level of emotional intelligence of managers. Therefore, managers in private banks should keep this emotional intelligence level. Moreover, this study indicates that to be effective leadership, the emotional intelligence of that leader is more important. Therefore, according to the result, to be effective transformational, transactional, situational and participative leadership styles that adopted in private banks, existing managers should create strong and balance emotional relationship between the individuals, sentimental participation with employees, communication skills and build relationship. Moreover, private banks in Myanmar should hold training programs for the potential leaders to increase the awareness of the concept of emotional intelligence skills such as empathy, sympathy, communication skills and building long lasting relationship with others. Furthermore, private banks also support the implementation and design of other proper training for leader's behavior on how to apply and consider emotional intelligence characteristics in personal management.

5.3 Limitations and Needs for Further Study

Although, the findings of the study add to a growing literature on emotional intelligence and leadership styles, the analysis of the research results is limited by several limitations. Due to small sample size, limited time and economic constraints, this research is carried out only in a particular area. The other limitation was of relying on self-reported data. Further study is required to analyze emotional intelligence with other factors like work satisfaction, employee engagement, organizational commitment etc. The variables used in this study can also be applied in other sectors such health care sector, telecommunication sector, insurance sector and in many other sectors of Myanmar.

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APPENDICES

Questionnaires

Dear respondents,

The purpose of this study is to examine the effect of emotional intelligence on leadership styles of managers in Myanmar Private Banks. This survey is concerned with the Master of Commerce (M.Com) conferred by Yangon University of Economics. It is not related to other business purpose. Please kindly answer the following questions, as it is very important for me to have your response. All your responses are confidential and will only be used for the purposes of this research. Thank you in advance for taking the time to complete this survey.

Part 1

General Background

1. **Position** -----

2. **Name of Bank** -----

3. **Gender**

Male Female

4. **Age**

21-30 31-40 41-50 51-60 above 61

5. **Marital Status**

Single Married

6. **Education (Please state only the highest degree you received)**

Bachelor degree Master degree Ph.D

Any others (Please specify) 1. -----

2. -----

3. -----

7. Working experience (Total years of working experience in Banking Sector)

Below 5 years From 5 to 10 years From 10 to 15 years

Above 15 years

Part 2

Emotional Intelligence Questionnaire

The following statements reveal your emotional reactions under different situations. Indicate your level of agreeability of the statements on 1 – 5 scale given below. Please circle your answer.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Self-Awareness					
1	I know how my feeling impact my own performance	1	2	3	4	5
2	When I feel bad, I know exactly what or who is upsetting me	1	2	3	4	5
3	I can understand whether I feel sad or angry or disturbed	1	2	3	4	5
4	I am a highly motivated person	1	2	3	4	5
5	I try to get the best possible results when I do things	1	2	3	4	5
6	No matter what the emotional situations is, I can	1	2	3	4	5

	handle it effectively					
7	I know clearly my strengths and weaknesses	1	2	3	4	5
8	I can regulate my feelings without hurting others around me	1	2	3	4	5

No	Self-Management					
1	When I am angry or upset, I try to understand why	1	2	3	4	5
2	I can think of many ways to get out of change in my mood	1	2	3	4	5
3	I always practice what I advise to others	1	2	3	4	5
4	I always stay optimistic, even if things go wrong	1	2	3	4	5
5	I can stay calm and overcome anxiety in almost all situations	1	2	3	4	5
6	I can receive feedback without becoming defensive	1	2	3	4	5
7	I pay attention & listen to others without jumping to conclusion	1	2	3	4	5
8	I always pay attention to the world around me	1	2	3	4	5
9	I stay relaxed and composed under pressure	1	2	3	4	5

No	Social Awareness					
1	I can read people's mind, moods, feelings and non-verbal cues	1	2	3	4	5
2	I am usually aware of other's feelings	1	2	3	4	5
3	I focus on people's positive qualities	1	2	3	4	5
4	I can see things from other point of view	1	2	3	4	5
5	I am sensitive to other people's emotions and moods	1	2	3	4	5
6	I can sense someone's feelings even if it is unspoken by others	1	2	3	4	5
7	I enjoy my friends, neighbors and relative a lot	1	2	3	4	5
8	I communicate effectively in social situation	1	2	3	4	5
9	People working with me feel that I help them in their career & work	1	2	3	4	5

No	Relationship Management					
1	I am very skilled in handling troubled social situations to solve issues	1	2	3	4	5
2	My understandings of others made me to live life happily	1	2	3	4	5
3	My concern towards people makes them work for me	1	2	3	4	5
4	I can choose the role that I want to have in a group	1	2	3	4	5
5	I openly share my principle and beliefs with others	1	2	3	4	5

Part 3

Leadership Styles Questionnaire

The following statements reveal the leadership styles as you perceive it. Indicate your level of agreeability of the statements on 1 – 5 scale given below. Please circle your answer.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Transformational Leadership					
1	I made other feel good to be around me.	1	2	3	4	5
2	Others have faith in me.	1	2	3	4	5
3	I instruct with clear words what we could and should do.	1	2	3	4	5
4	I help others to find meaning in their work.	1	2	3	4	5
5	I allow others to think about old problems in new ways.	1	2	3	4	5
6	I get others to think ideas that they had never questioned before.	1	2	3	4	5
7	I help subordinates to feel comfortable and to improve skills and talents.	1	2	3	4	5

No	Transactional Leadership					
1	I tell others what to do if they want to be praised for their work.	1	2	3	4	5
2	I provide recognition when others reach their goals.	1	2	3	4	5
3	I emphasize on what others can get for what they accomplish.	1	2	3	4	5
4	I am satisfied when others meet established standards.	1	2	3	4	5
5	As long as things are working, I do not try to change anything.	1	2	3	4	5
6	I tell the standards and procedures they have to know to perform their work.	1	2	3	4	5
No	Situational Leadership					
1	I rely on delegating when subordinates can do the job and are motivated to do it.	1	2	3	4	5
2	I believe in subordinates that they do well and they need little supervision.	1	2	3	4	5
3	I involve only in decision making and problem solving but implementation is mostly in the hands of the subordinates.	1	2	3	4	5
4	I guide subordinates on what to do and how to do it.	1	2	3	4	5
5	I motivate and encourage subordinates to improve confidence.	1	2	3	4	5
6	I spend time listening, advising and helping subordinates to gain necessary skills.	1	2	3	4	5
7	I provide specific guidance and close supervision to subordinates.	1	2	3	4	5

No	Participative Leadership					
1	I encourage all of my subordinates to express their ideas/suggestions.	1	2	3	4	5
2	I listen to all of my subordinates' ideas and suggestions.	1	2	3	4	5
3	I use all of my subordinates' suggestions to make decisions that affect us.	1	2	3	4	5
4	I give all of my subordinates a chance to voice their opinions.	1	2	3	4	5
5	I consider all of my subordinates' ideas when I disagree with them.	1	2	3	4	5
6	I don't make decisions that are based only on my own ideas.	1	2	3	4	5

“Thank You for Your Cooperation”

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	130	100.0
	Excluded ^a	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.722	8

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	130	100.0
	Excluded ^a	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.795	9

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	130	100.0
	Excluded ^a	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.821	9

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	130	100.0
	Excluded ^a	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.740	5

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	130	100.0
	Excluded ^a	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.852	7

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	130	100.0
	Excluded ^a	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.668	6

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	130	100.0
	Excluded ^a	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.748	7

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	130	100.0
	Excluded ^a	0	.0
	Total	130	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.797	6

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Transformational Leadership	4.2802	.46194	130
Self Awareness	4.2462	.42166	130
Self Management	3.9000	.49937	130
Social Awareness	3.8274	.52043	130
Relationship Management	3.8231	.57473	130

Correlations

		Transformational Leadership	Self Awareness	Self Management	Social Awareness	Relationship Management
Pearson Correlation	Transformational Leadership	1.000	.537	.508	.541	.627
	Self Awareness	.537	1.000	.702	.478	.546
	Self Management	.508	.702	1.000	.554	.612
	Social Awareness	.541	.478	.554	1.000	.684
	Relationship Management	.627	.546	.612	.684	1.000
Sig. (1- tailed)	Transformational Leadership	.	.000	.000	.000	.000
	Self Awareness	.000	.	.000	.000	.000
	Self Management	.000	.000	.	.000	.000
	Social Awareness	.000	.000	.000	.	.000
	Relationship Management	.000	.000	.000	.000	.
N	Transformational Leadership	130	130	130	130	130
	Self Awareness	130	130	130	130	130
	Self Management	130	130	130	130	130
	Social Awareness	130	130	130	130	130
	Relationship Management	130	130	130	130	130

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Relationship Management, Self Awareness, Social Awareness, Self Management ^b	.	Enter

a. Dependent Variable: Transformational Leadership

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.679 ^a	.461	.443	.34461	1.900

a. Predictors: (Constant), Relationship Management, Self Awareness, Social Awareness, Self Management

b. Dependent Variable: Transformational Leadership

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.682	4	3.170	26.697	.000 ^b
	Residual	14.845	125	.119		
	Total	27.527	129			

a. Dependent Variable: Transformational Leadership

b. Predictors: (Constant), Relationship Management, Self Awareness, Social Awareness, Self Management

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	1.391	.319		4.352	.000	.758	2.023			
	Self Awareness	.266	.103	.243	2.570	.011	.061	.470	.537	.224	.169
	Self Management	.021	.094	.022	.219	.827	-.165	.206	.508	.020	.014
	Social Awareness	.139	.082	.157	1.689	.094	-.024	.302	.541	.149	.111
	Relationship Management	.301	.079	.374	3.791	.000	.144	.457	.627	.321	.249

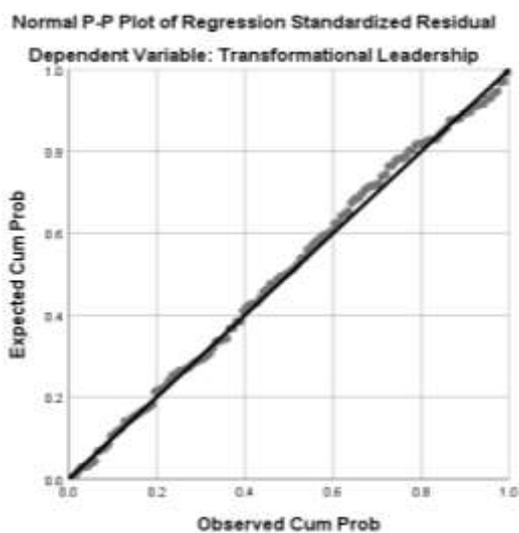
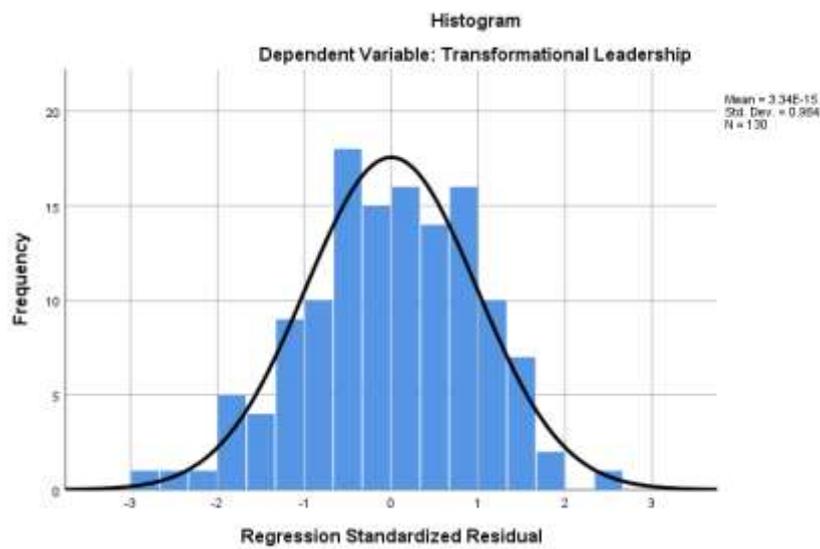
a. Dependent Variable: Transformational Leadership

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.3856	5.0199	4.2802	.31354	130
Std. Predicted Value	-2.853	2.359	.000	1.000	130
Standard Error of Predicted Value	.032	.169	.065	.020	130
Adjusted Predicted Value	3.3436	5.0211	4.2799	.31565	130
Residual	-.94068	.84070	.00000	.33923	130
Std. Residual	-2.730	2.440	.000	.984	130
Stud. Residual	-2.814	2.468	.000	1.004	130
Deleted Residual	-.99959	.86038	.00031	.35326	130
Stud. Deleted Residual	-2.896	2.520	-.001	1.012	130
Mahal. Distance	.124	30.005	3.969	3.720	130
Cook's Distance	.000	.105	.008	.016	130
Centered Leverage Value	.001	.233	.031	.029	130

a. Dependent Variable: Transformational Leadership

Charts



Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Transactional Leadership	4.0103	.47220	130
Self Awareness	4.2462	.42166	130
Self Management	3.9000	.49937	130
Social Awareness	3.8274	.52043	130
Relationship Management	3.8231	.57473	130

Correlations

		Transactional Leadership	Self Awareness	Self Management	Social Awareness	Relationship Management
Pearson Correlation	Transactional Leadership	1.000	.402	.423	.470	.554
	Self Awareness	.402	1.000	.702	.478	.546
	Self Management	.423	.702	1.000	.554	.612
	Social Awareness	.470	.478	.554	1.000	.684
	Relationship Management	.554	.546	.612	.684	1.000
Sig. (1- tailed)	Transactional Leadership	.	.000	.000	.000	.000
	Self Awareness	.000	.	.000	.000	.000
	Self Management	.000	.000	.	.000	.000
	Social Awareness	.000	.000	.000	.	.000
	Relationship Management	.000	.000	.000	.000	.
N	Transactional Leadership	130	130	130	130	130
	Self Awareness	130	130	130	130	130
	Self Management	130	130	130	130	130
	Social Awareness	130	130	130	130	130
	Relationship Management	130	130	130	130	130

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Relationship Management, Self Awareness, Social Awareness, Self Management ^b	.	Enter

a. Dependent Variable: Transactional Leadership

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.577 ^a	.333	.312	.39164	2.131

a. Predictors: (Constant), Relationship Management, Self Awareness, Social Awareness, Self Management

b. Dependent Variable: Transactional Leadership

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.592	4	2.398	15.634	.000 ^b
	Residual	19.172	125	.153		
	Total	28.764	129			

a. Dependent Variable: Transactional Leadership

b. Predictors: (Constant), Relationship Management, Self Awareness, Social Awareness, Self Management

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	1.709	.363		4.707	.000	.990	2.428			
	Self Awareness	.107	.118	.096	.912	.363	-.125	.340	.402	.081	.067
	Self Management	.044	.107	.047	.413	.680	-.167	.255	.423	.037	.030
	Social Awareness	.128	.094	.141	1.370	.173	-.057	.313	.470	.122	.100
	Relationship Management	.310	.090	.377	3.437	.001	.131	.488	.554	.294	.251

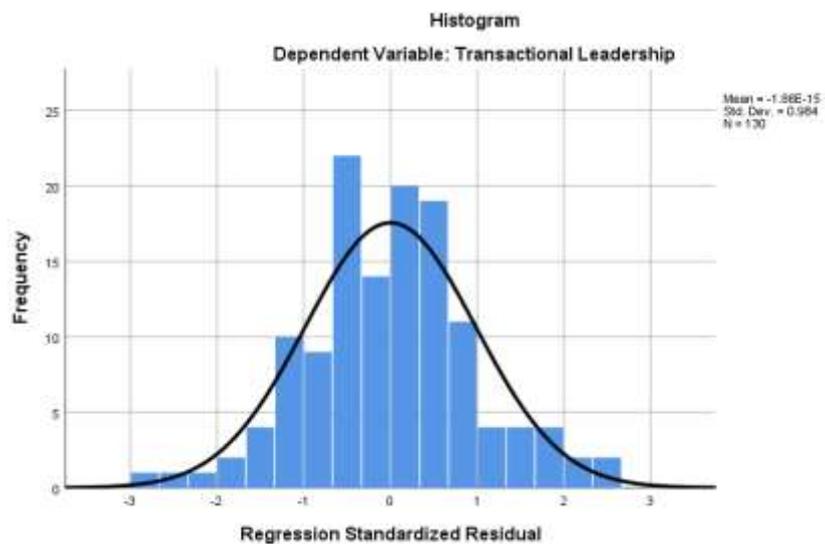
a. Dependent Variable: Transactional Leadership

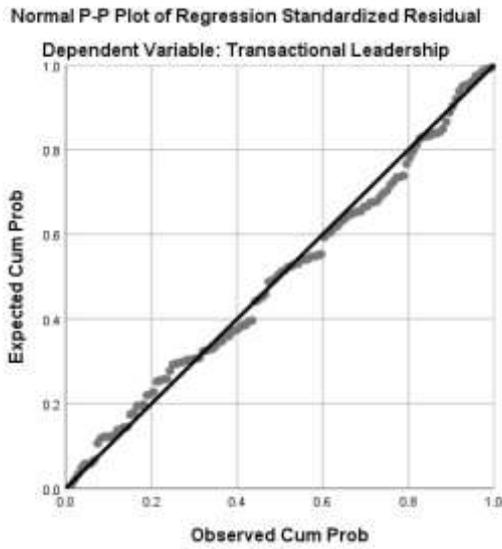
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.2357	4.6542	4.0103	.27268	130
Std. Predicted Value	-2.841	2.362	.000	1.000	130
Standard Error of Predicted Value	.036	.192	.073	.023	130
Adjusted Predicted Value	3.1527	4.6330	4.0111	.27468	130
Residual	-1.11041	.99056	.00000	.38552	130
Std. Residual	-2.835	2.529	.000	.984	130
Stud. Residual	-3.018	2.566	-.001	1.007	130
Deleted Residual	-1.25831	1.01972	-.00088	.40326	130
Stud. Deleted Residual	-3.122	2.626	-.001	1.017	130
Mahal. Distance	.124	30.005	3.969	3.720	130
Cook's Distance	.000	.243	.009	.025	130
Centered Leverage Value	.001	.233	.031	.029	130

a. Dependent Variable: Transactional Leadership

Charts





Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Participative Leadership	4.3321	.48602	130
Self Awareness	4.2462	.42166	130
Self Management	3.9000	.49937	130
Social Awareness	3.8274	.52043	130
Relationship Management	3.8231	.57473	130

Correlations

		Participative Leadership	Self Awareness	Self Management	Social Awareness	Relationship Management
Pearson Correlation	Participative Leadership	1.000	.415	.414	.456	.526
	Self Awareness	.415	1.000	.702	.478	.546
	Self Management	.414	.702	1.000	.554	.612
	Social Awareness	.456	.478	.554	1.000	.684
	Relationship Management	.526	.546	.612	.684	1.000
Sig. (1-tailed)	Participative Leadership	.	.000	.000	.000	.000
	Self Awareness	.000	.	.000	.000	.000
	Self Management	.000	.000	.	.000	.000
	Social Awareness	.000	.000	.000	.	.000
	Relationship Management	.000	.000	.000	.000	.
N	Participative Leadership	130	130	130	130	130
	Self Awareness	130	130	130	130	130
	Self Management	130	130	130	130	130
	Social Awareness	130	130	130	130	130
	Relationship Management	130	130	130	130	130

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Relationship Management, Self Awareness, Social Awareness, Self Management ^b	.	Enter

a. Dependent Variable: Participative Leadership

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.559 ^a	.312	.290	.40944	2.103

a. Predictors: (Constant), Relationship Management, Self Awareness, Social Awareness, Self Management

b. Dependent Variable: Participative Leadership

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.517	4	2.379	14.192	.000 ^b
	Residual	20.955	125	.168		
	Total	30.472	129			

a. Dependent Variable: Participative Leadership

b. Predictors: (Constant), Relationship Management, Self Awareness, Social Awareness, Self Management

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Correlations		
	B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part
1 (Constant)	1.925	.380		5.072	.000	1.174	2.677			
Self Awareness	.167	.123	.145	1.356	.178	-.077	.410	.415	.120	.101
Self Management	.030	.111	.031	.269	.788	-.191	.250	.414	.024	.020
Social Awareness	.134	.098	.144	1.375	.172	-.059	.328	.456	.122	.102
Relationship Management	.279	.094	.330	2.966	.004	.093	.466	.526	.256	.220

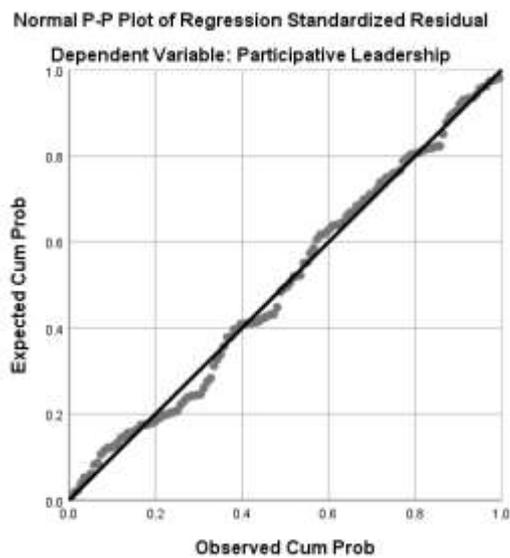
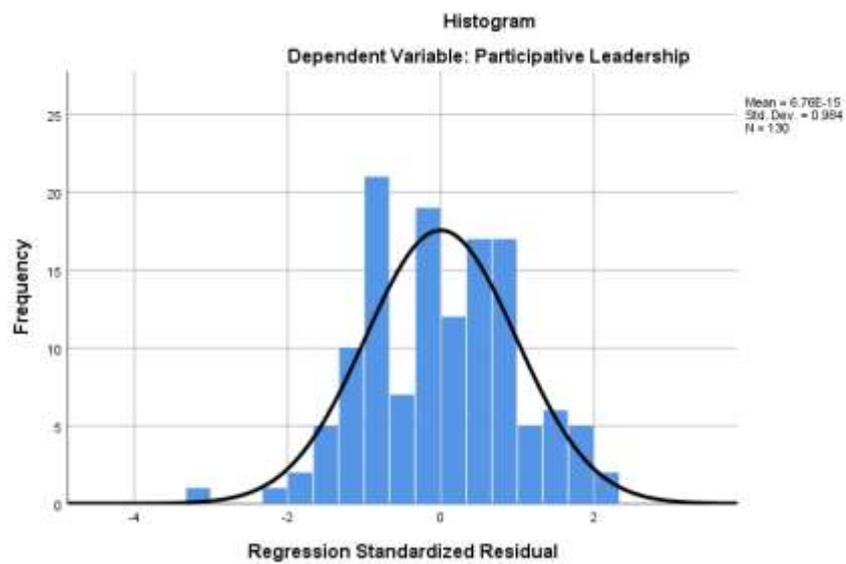
a. Dependent Variable: Participative Leadership

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.5572	4.9770	4.3321	.27161	130
Std. Predicted Value	-2.853	2.374	.000	1.000	130
Standard Error of Predicted Value	.038	.201	.077	.024	130
Adjusted Predicted Value	3.5326	4.9756	4.3327	.27168	130
Residual	-1.29542	.85653	.00000	.40304	130
Std. Residual	-3.164	2.092	.000	.984	130
Stud. Residual	-3.204	2.163	-.001	1.004	130
Deleted Residual	-1.32890	.91610	-.00062	.41973	130
Stud. Deleted Residual	-3.331	2.196	-.001	1.012	130
Mahal. Distance	.124	30.005	3.969	3.720	130
Cook's Distance	.000	.120	.008	.015	130
Centered Leverage Value	.001	.233	.031	.029	130

a. Dependent Variable: Participative Leadership

Charts



Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Situational Leadership	4.2308	.46873	130
Self Awareness	4.2462	.42166	130
Self Management	3.9000	.49937	130
Social Awareness	3.8274	.52043	130
Relationship Management	3.8231	.57473	130

Correlations

		Situational Leadership	Self Awareness	Self Management	Social Awareness	Relationship Management
Pearson Correlation	Situational Leadership	1.000	.434	.406	.351	.471
	Self Awareness	.434	1.000	.702	.478	.546
	Self Management	.406	.702	1.000	.554	.612
	Social Awareness	.351	.478	.554	1.000	.684
	Relationship Management	.471	.546	.612	.684	1.000
Sig. (1-tailed)	Situational Leadership	.	.000	.000	.000	.000
	Self Awareness	.000	.	.000	.000	.000
	Self Management	.000	.000	.	.000	.000
	Social Awareness	.000	.000	.000	.	.000
	Relationship Management	.000	.000	.000	.000	.
N	Situational Leadership	130	130	130	130	130
	Self Awareness	130	130	130	130	130
	Self Management	130	130	130	130	130
	Social Awareness	130	130	130	130	130
	Relationship Management	130	130	130	130	130

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Relationship Management, Self Awareness, Social Awareness, Self Management ^b	.	Enter

a. Dependent Variable: Situational Leadership

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.517 ^a	.268	.244	.40747	1.840

a. Predictors: (Constant), Relationship Management, Self Awareness, Social Awareness, Self Management

b. Dependent Variable: Situational Leadership

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.588	4	1.897	11.426	.000 ^b
	Residual	20.754	125	.166		
	Total	28.342	129			

a. Dependent Variable: Situational Leadership

b. Predictors: (Constant), Relationship Management, Self Awareness, Social Awareness, Self Management

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	95.0% Confidence Interval for B		Correlations		
		B	Std. Error				Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	1.995	.378		5.282	.000	1.248	2.743			
	Self Awareness	.247	.122	.222	2.017	.046	.005	.489	.434	.178	.154
	Self Management	.055	.111	.058	.493	.623	-.165	.274	.406	.044	.038
	Social Awareness	-.003	.097	-.004	-.034	.973	-.196	.189	.351	-.003	-.003
	Relationship Management	.258	.094	.317	2.756	.007	.073	.444	.471	.239	.211

a. Dependent Variable: Situational Leadership

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.5635	4.7769	4.2308	.24254	130
Std. Predicted Value	-2.751	2.252	.000	1.000	130
Standard Error of Predicted Value	.038	.200	.076	.024	130
Adjusted Predicted Value	3.5883	4.7632	4.2305	.24520	130
Residual	-.93111	.96901	.00000	.40110	130
Std. Residual	-2.285	2.378	.000	.984	130
Stud. Residual	-2.357	2.418	.000	1.004	130
Deleted Residual	-.99087	1.00206	.00023	.41724	130
Stud. Deleted Residual	-2.402	2.467	.000	1.010	130
Mahal. Distance	.124	30.005	3.969	3.720	130
Cook's Distance	.000	.109	.008	.014	130
Centered Leverage Value	.001	.233	.031	.029	130

a. Dependent Variable: Situational Leadership

Charts

