_____

KEY FACTORS INFLUENCING LEADERSHIP EFFECTIVENESS IN DIVERSE WORKPLACES IN FUZHOU CITY, FUJIAN PROVINCE, CHINA

Yaosheng Chen[1], Surachai Traiwannakij[1]

[1] Institute of Science Innovation and Culture, Rajamangala University of Technology Krungthep, Thailand

Corresponding author: surachai.t@mail.rmutk.ac.th

Abstract

The cultural and economic landscape of Fuzhou City in Fujian Province, China, is rich and diverse. Management effectiveness and emotional intelligence in diverse workplaces in Fuzhou City, Fujian Province, China, have been the subject of related research. The significance of emotional intelligence in fostering a productive workplace is a hot topic, as it allows individuals to recognize, understand, and manage their own emotions and those of others (Kargeti, 2023). Additionally, leadership effectiveness is influenced by emotional intelligence dimensions such as self-awareness, self-regulation, motivation, empathy, and social skills (Tian, 2022). Therefore, this study aims to investigate the factors influencing Leadership Effectiveness based on 5 aspects: Demographic Factors, Emotional Intelligence, Cultural Diversity in Organization, Communication Strategies, and Leadership Styles. The quantitative method is applied. Descriptive statistics such as frequency, percent frequency, the arithmetic mean, and the standard deviation are used to analyze the data collected from questionnaires. Suitable Inferential Statistical Methods are used to test the hypothesis, particularly the Independent Samples t-test, the One-way ANOVA, and the Multiple linear Regression Analysis. The results obtained from the study indicate that differences in Marital Status, Age, Educational Level, Monthly Income, and Working Experiences generate differences in Leadership Effectiveness. Based on the Multiple Linear Regression Analysis, all aspects of Emotional Intelligence (Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills), Cultural Diversity in Organization (Diversity, Equity, Inclusion, and Belonging), Communication Strategies (Awareness and Understanding, Communication Quality, Accessibility, and Employee Engagement), and Leadership Styles (Decision-making Leadership Styles, Everyday Leadership Styles, Beyond Everyday-work Leadership Styles, Values-based Leadership Styles) are found out to have a positive impact on Leadership Effectiveness.

Keywords: Emotional Intelligence, Cultural Diversity in Organization, Communication Strategies, Leadership Styles, Leadership Effectiveness, Fuzhou City.

Introduction

Effective leadership in Fuzhou City involves several key factors. Xin-based social competencies, such as guanxi building, empathy, and resilience, are essential in the Chinese context (Wei et al., 2017). Furthermore, leader integrity significantly influences subordinates' organizational citizenship behavior (OCB) and leader effectiveness (Zhang et al., 2014). Fuzhou school leaders focus on formal and informal learning opportunities influenced by systemic-contextual factors (Wilson & Xue, 2013). Nurse managers adopt leadership practices for evidence-based practice implementation (Cheng et al., 2018). The leadership practices of Fuzhou principals significantly affect professional learning communities, impacting teacher collective efficacy (Zhang et al., 2022). Therefore, this study investigates the influence of Demographic Factors, Emotional Intelligence, Cultural Diversity in Organizations, Communication Strategies, and Leadership Styles on Leadership Effectiveness.|

Literature Review

Related Theories
Emotional Intelligence

Salovey and Mayer (1990) and Mayer et al. (2004) developed the four-branch ability model of Emotional Intelligence. They suggest that Emotional Intelligence can be divided into 4 areas: Perceiving emotion, Facilitating the use of Emotion, Understanding Emotion, and Manage Emotion. Goleman (1995) states that there are two types of intelligence: intellectual and emotional. Both types of intelligence reflect the activity of different centers of the brain. According to Cole et al. (2005), Intellectual Intelligence is based solely on the function of the neuro-cortex, the most recently developed part of the brain, while Emotional Intelligence is based on the emotional centers located in deeper areas in the oldest sub-cortex, which centers work in coordination with the intellectual centers. In his groundbreaking book "Emotional Intelligence: Why It Can

Matter More than I.Q." published in 1995, Goleman challenges the conventional view of intelligence. He argues that our understanding of human intelligence is too narrow, focusing primarily on cognitive abilities measured by I.Q. He states that high I.Q. does not guarantee happiness in life. The educational process in our educational institutions focuses on academic skills and ignores emotional intelligence, which has unlimited importance for our destiny. He introduces the concept of Emotional Intelligence, which encompasses a range of crucial abilities that significantly impact our lives. Goleman broadened Mayer's and Salovey's four-branch system to incorporate five essential elements of emotional intelligence: Emotional Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills.

Emotional intelligence (E.I.) significantly predicts leadership success in various contexts. Studies have shown that E.I. is essential for effective leadership and managerial positions, as it influences how leaders perceive and manage their own emotions and the emotions of others (Diaz, 2023). Specifically, perceiving, understanding, managing, and regulating emotions have been linked to better performance in leadership coursework and the developing of interpersonal skills necessary for effective leadership (Jang et al., 2023). Additionally, emotional intelligence, managerial intelligence, and transformational leadership have been found to strongly predict project success in the public sector (Hoque, 2023).

Cultural Diversity in Organizations

Organizations can manage cultural diversity effectively by implementing various strategies. These include developing a work environment conducive to recruiting and retaining diverse employees, such as providing cultural understanding and language training. Organizations must cultivate a welcoming workplace environment that values individual differences and fosters interpersonal understanding. Additionally, organizations should focus on cultural diversity management, which includes color blindness, justice, equal access, cultural integration, and learning, as these components have a significant impact on organizational performance (Abdullah et al., 2022). Implementing diversity and inclusion management practices, such as creating inclusive and respectful rules and procedures, can also contribute to effective cultural diversity management (Bai, 2022). Furthermore, organizations can utilize organizational culture building to create an atmosphere that supports diversity and inclusion (Lipych et al., 2022). Organizations can benefit from increased creativity, innovation, productivity, and market opportunities by adapting organizational culture to diversity and implementing strategies for effective diversity management.

Communication Strategies

Effective communication plays a crucial role in helping leaders be more effective. Leaders who are capable communicators and responsible for adding value to organizations are likelier to achieve organizational results (De Lange & Mulder, 2022). Leadership communication encourages and motivates employees, increasing productivity and satisfaction with strategic managerial targets (Colocassides, 2021). Effective communication is also essential in resolving employee conflicts, as it helps convey messages and understand different perspectives. When leaders develop reasoning and emotional intelligence skills, employees are more willing to work harder and share responsibility for goal achievement (Chatman et al., 2020). Communication studies contribute to effective leadership by advancing our understanding of organizational and communicative systems and developing skills for deliberative democracy and civic engagement (Banwart, 2020). Effective communication enhances leadership effectiveness by fostering team members' collaboration, understanding, and motivation.

Leadership Styles

The link between leadership and employee retention is a crucial aspect of organizational success. Effective leadership plays a pivotal role in creating a positive work environment and fostering a sense of loyalty among employees, directly impacting their decision to stay with a company. Transformational leadership, characterized by inspiration, vision, and individualized consideration, has been associated with higher employee retention rates (Berridge et al., 2020). Leaders who communicate a compelling vision and actively engage with their teams contribute to a sense of purpose and job satisfaction, reducing turnover (Carter et al., 2019). Conversely, poor leadership, characterized by a lack of support, unclear communication, or ineffective management, can lead to dissatisfaction and higher turnover. For example, autocratic or micromanaging leadership styles may stifle employee autonomy and contribute to frustration, prompting individuals to seek alternative employment opportunities. Moreover, leaders who fail to recognize and appreciate their employees' contributions may diminish morale and job satisfaction, ultimately influencing turnover (Chih et al., 2018). The relationship between leadership and employee retention is multidimensional, encompassing various leadership styles and behaviors. A supportive, empowering, and communicative leadership approach fosters a positive organizational culture, encouraging employees to stay and contribute to the company's success (Samuel & Engelbrecht, 2021). In contrast, ineffective or unsupportive leadership may contribute to dissatisfaction, diminish retention rates, and potentially impact organizational performance.

Leadership Effectiveness in Diverse Workplace

Effective leadership behaviors associated with high team performance include frequent performance monitoring, information sharing, peer support, and process improvement (Van Dun & Wilderom, 2021). Team leaders who balance task- and relations-oriented behaviors over time also contribute to continuous improvement and high performance (Salcinovic et al., 2022). Higher-level leaders who provide face-to-face support, strategic clarity, and tangible resources to the team are essential (Johnsen et al., 2017). These behaviors are aligned with self-transcendence and openness-to-change work values. Coactive vicarious learning-by-doing among the team, team leader, and higher-level leadership is also a key factor in continuous improvement. This learning approach involves collaborative and interactive experiences among team members, emphasizing shared participation and mutual engagement (Van Diggele et al., 2022). Additionally, leadership styles, supportive team behavior, communication, and performance feedback influence team function and performance.

Related Studies

Emotional Intelligence positively influences high-performance leadership, and organizational culture mediates the relationship between emotional intelligence and high-performance leadership of Chinese woman leaders (Duan et al., 2022). Emotional Intelligence can positively enhance staff satisfaction, motivation, and overall business productivity within the industry. Moreover, based on the qualitative inquiry, a conceptual model that outlines the role of managers' E.I. in creating a competitive advantage for their organizations is proposed. (Stoyanova-Bozhkova et al. 2020). Leader emotional intelligence is found to have a significant and positive effect on trust in supervisors. Transformational leadership and trust within a team significantly and positively impact job performance. Organizational commitment has a substantial and positive effect on job performance. Employees committed to their organization are likelier to perform well (Lee et al. (2022). Emotional intelligence (E.I.) is considered a better predictor of leadership success than other factors such as I.Q. or personality (Da-on et al., 2023; Farzana, 2023). Studies have shown that E.I., specifically the ability to perceive, understand, manage, and regulate emotions, significantly predicts course performance in leadership coursework (Crishelen et al., 2023). Additionally, E.I. is an indispensable element of leadership, as it influences how leaders perceive their and others' emotions within different environments (Cooper, 2022). Furthermore, research has shown that E.I. and the Big Five personality traits positively link to each other and leadership effectiveness within healthcare institutions (Apoorv et al., 2022). Leaders' emotional competence impacts subordinates through motivational and cognitive pathways, and emotional leadership can improve subordinates' work engagement by stimulating their intrinsic motivation (Jin et al., 2022).

Organizational Culture, namely, Clan Culture, Adhocracy Culture, Hierarchical Culture, and Market Culture, have influenced the Effectiveness of Leadership in Chinese Higher Education Institutions (Xuejing, 2022). Leader's e-competencies, such as e-communication skills, e-change management skills, and e-technological skills, impact the well-being of employees, and emotional intelligence moderates the association between a leader's e-competencies and employee well-being (Chaudhary et al., 2022). An inclusive leadership style positively influences work engagement, and psychological safety mediates the relationship between inclusive leaders and work engagement (Siyal, 2023). Inclusive leadership significantly affects employee proactive behavior, with employee trust mediating and procedural justice climate moderating the relationship between inclusive leadership and employee proactive behavior (Chang et al., 2022). Ethical leadership positively impacts followers' knowledge sharing. Furthermore, it is discovered that both positive reciprocity and moral efficacy significantly mediate this relationship and are equally important in explaining how ethical leadership affects followers' knowledge sharing (Su et al., 2021). Leader-perceived power threats had a negative impact on empowering leadership, and they also reduced the positive effect of leader trust on empowering leadership (Lin et al., 2023).

Methodology

The population for this research is the employees working in Fuzhou City, Fujian Province, China, across various sectors and organizational types. This population is unlimited. The sample size in this study is determined based on statistical considerations, such as the desired level of precision, confidence level, and the estimated variability within the population. By employing the Yamane formula, with a confidence level of 95% and a margin of error of 5%, the approximate sample size from the Yamane table is approximately 400 units (Yamane, 1967). The sampling method in this study is based on Non-probability Sampling, particularly the Convenient Sampling method due to the infinite population already mentioned. However, 500 valid data instead of 400 units from the Yamane Table suggested are obtained and analyzed using an advanced statistical program to make the hypothesis testing more efficient. The Cronbach's alpha value of all independent variables, namely, Emotional Intelligence, Cultural Diversity in Organization, Communication Strategies, and Leadership Styles, together with a dependent variable, Leadership Effectiveness, are all above 0.70, indicating acceptable reliability (Hair et al., 2010). The research selected the most appropriate descriptive statistics, such as the absolute frequency, the percent frequency, the arithmetic mean, and the standard deviation, to describe

___

the data. Inferential statistics, independent samples t-tests, one-way ANOVA, and multiple linear regression analysis are also used to test the hypothesis.

Results
Descriptive Statistics

Concerning descriptive statistics, the absolute frequency, the percent frequency, the arithmetic mean, and the standard deviation are used to analyze one variable in this study. For 2 variables analysis, the cross table measured in terms of absolute frequency and percent frequency are also investigated.

Demographic **Factors**
One-Factor Analysis

Table 1: The Frequency and Percent Frequency Classified by Demographic Factor

Demographic Factor	Classification	Frequency	% Frequency
1. Gender	Male	205	41.00
	Female	295	59.00
2. Marital Status	Single	164	32.80
	Married	272	54.40
	Divorced/Widowed/Separated	64	12.80
3. Age	20 but less than 25 years old	45	9.00
	25 but less than 35 years old	74	14.80
	35 but less than 45 years old	235	47.00
	45 but less than 55 years old	114	22.80
	55 years old and more	32	6.40
4. Educational Level	Junior High School	56	11.20
	High School	115	23.00
	Bachelor Degree	207	41.40
	Master Degree	95	19.00
	Ph.d and higher	27	5.40
5. Monthly Income	Less than 5,000 RMB	91	18.20
	5,000 but less than 10,000 RMB	115	23.00
	10,000 but less than 15,000 RMB	156	31.20
	15,000 but less than 20,000 RMB	82	16.40
	20,000 RMB and more	56	11.20
6. Working Experiences	Less than 3 years	85	17.00
	3 but less than 5 years	115	23.00
	5 but less than 10 years	134	26.80
	10 but less than 15 years	130	26.00
	15 years and more	36	7.20
Total		400	100.00

It is evident from Table 1 that most of the respondents are female, accounting for approximately 59.00%, while male occupies about 41.00%. Most respondents are married, recording around 54.40%, followed by single status and divorced/widowed/separated status. The age group of 35 but less than 45 years old takes the highest share of about 47.00 %, followed by the age group 45 but less than 55 years old and the age group 25 but less than 35 years old, respectively, while the lowest percentage belongs to the age group 55 years old and more. Regarding educational level, most respondents enjoy a bachelor's degree with a rate of approximately 41.40%, followed by high school level and master level, respectively, leaving the smallest percentage for Ph.D and higher. According to the monthly income, approximately 31.20% of respondents earn 10,000 but less than

15,000 RMB, followed by 5,000 RMB but less than 10,000 RMB and less than 5,000 RMB, respectively. Earning 20,000 RMB and more accounts for only 11.20% of all respondents. As far as the working experiences are concerned, most of the respondents are working for 5 but less than 10 years, accounting for about 31.20%, followed by 10 but less than 15 years and 3 but less than 5 years, respectively, leaving the lowest percentage for 15 years and more.

Two Factor Analysis

Table 2: The Frequency and Percent Frequency Classified by Gender and Marital Status

Gender	Marital Status			Total
	Single	Married	Divorced	
Male	77 (15.40%)	105 (21.00%)	23 (4.60%)	205 (41.00%)
Female	87 (17.40%)	167 (33.40%)	41 (8.20%)	295 (59.00%)
Total	164 (32.80%)	272 (54.40%)	64 (12.80%)	500 (100.00%)

Table 2 shows that most male respondents are married, representing about 21.00% of the total population or 51.22 % of total males. On the contrary, only 4.60 % of the total population, or 11.22 % of total males, are divorced/widowed/separated. Similar results from female respondents indicate that most female respondents are married, occupying approximately 33.40 % of the total population or 56.10 % of the total female. However, on the other hand, divorced/widowed/separated women register only 8.20 % of the total population or 13.90 % of total number of females.

Table 3: The Frequency and Percent Frequency by Gender and Age

Gender	Age					Total
	20 but less than 25	25 but less than 35	35 but less than 45	45 but less than 55	55 and more	
Male	19 (3.80%)	26 (5.20%)	99 (19.80%)	53 (10.60%)	8 (1.60%)	205 (41.00%)
Female	26 (5.20%)	48 (9.60%)	136 (27.20%)	61 (12.20%)	24 (4.80%)	295 (59.00%)
Total	45 (9.00%)	74 (14.80%)	235 (47.00%)	114 (22.80%)	32 (6.40%)	500 (100.00%)

From Table 3, it can be seen that most male respondents are in the age group 35 but less than 45, accounting for about 19.80 % of the total population or 48.29 % of total males. On the contrary, males aged 55 and older account for only 1.60 % of the population or 3.90 % of total males. Similar results are found in the case of females, where most respondents are between 35 and less than 45, representing about 27.20 % of the total population or 46.10 % of total females. On the other hand, women aged 55 and more account for only 4.80 % of the total population or 8.14 % of the total number of females.

Table 4: The Frequency and Percent Frequency Classified by Gender and Educational Level

Gender	Educational Level					Total
	Junior High School	High School	Bachelor Degree	Master Degree	Ph.D and Higher	
Male	27 (5.40%)	51 (10.20%)	69 (13.80%)	46 (9.20%)	12 (2.40%)	205 (41.00%)
Female	29 (5.80%)	64 (12.80%)	138 (27.60%)	49 (9.80%)	15 (3.00%)	295 (59.00%)
Total	45 (9.00%)	74 (14.80%)	235 (47.00%)	114 (22.80%)	32 (6.40%)	500 (100.00%)

As seen from Table 4, most male respondents enjoy a Bachelor's Degree, representing about 13.80% of the total population or about 33.66 % of total males. On the contrary, only 2.40% of the total population, or 5.85 % of total males, get Ph.D and Higher Degrees. In the case of females, similar results are obtained. Most female respondents have Bachelor's degrees, accounting for about 27.60 % of the total population or 46.78% of total females. On the other hand, women with Ph.D and Higher Degrees account for only 3.00 % of the total population or 5.08 % of the total number of females.

Table 5: The Frequency and Percent Frequency Classified by Gender and Monthly Income

Gender	Monthly Income					Total
	Less than 5,000 RMB	5,000 but less than 10,000 RMB	10,000 but less than 15,000 RMB	15,000 but less than 20,000 RMB	20,000 RMB and more	
Male	49 (9.80%)	33 (6.60%)	76 (15.20%)	32 (6.40%)	15 (3.00%)	205 (41.00%)
Female	42 (8.40%)	82 (16.40%)	80 (16.00%)	50 (10.00%)	41 (8.20%)	295 (59.00%)
Total	91 (18.20%)	115 (23.00%)	156 (31.20%)	82 (16.40%)	56 (11.20%)	500 (100.00%)

Table 5 shows that the majority of the male respondents earning 10,000 but less than 15,000 RMB per month is recorded as about 15.20% of the total population or 37.07 % of the total male. On the contrary, only 3.00% of the total population, or 7.32% of total males, earn a monthly income of 20,000 RMB and more. Most female respondents earn 5,000 but less than 10,000 RMB, accounting for about 16.40% of the total population or 27.80% of total females. On the other hand, only 8.20 % of the total population, or 13.90 % of the total number of females, have a monthly income of 20,000 RMB or more.

Table 6: The Frequency and Percent Frequency Classified by Gender and Working Experiences

Gender	Working Experiences					Total
	Less than 3 Years	3 but less than 5 Years	5 but less than 10 Years	10 but less than 15 Years	15 years and more	
Male	44 (8.80%)	55 (11.00%)	60 (12.00%)	32 (6.40%)	14 (2.80%)	205 (41.00%)
Female	41 (8.20%)	60 (15.00%)	74 (14.80%)	98 (19.60%)	22 (4.40%)	295 (59.00%)
Total	85 (17.00%)	115 (23.00%)	134 (26.80%)	130 (26.00%)	36 (7.20%)	500 (100.00%)

Table 6 shows that most male respondents gain 5 but less than 10 years of working experience, representing approximately 12.00% of the total population or 29.27 % of the total males. On the contrary, only 2.80% of the total population, or 6.83 % of the total males, have work experience of 15 years or more. Most female respondents have 10 but less than 15 years of working experience, accounting for about 19.60% of the total population or about 33.22 % of total females. On the other hand, females with 15 years and more of working experience account for only 4.40 % of the total population or 7.46 % of total females.

Inferential   **Statistics**

Differences in Demographic Factors Generate Differences in Leadership Effectiveness
Differences in Gender Generate Differences in Leadership Effectiveness

$H_0 : \mu_1 = \mu_2$

$H_a : \mu_1 \neq \mu_2$

Table 7: The Independent Samples t-test of the Gender Factor

Items	Gender	N	Mean	S.D.	t-value	p-value
1. Team Performance	Male	205	3.9102	.79640	.482	.630
	Female	295	3.8732	.91059		
2. Employee Satisfaction	Male	205	3.8732	.76742	2.262	.024*
	Female	295	3.7227	.70546		
3. Conflict Resolution Effectiveness	Male	205	3.7346	.94091	-.521	.603
	Female	295	3.7756	.74007		
Leadership Effectiveness	Male	205	3.8393	.69673	.828	.405

	Female	295	3.7905	.61360		

Table 7 shows that the p-value of Team Performance (.630) and Conflict Resolution Effectiveness (.603) concerning Gender are much higher than the critical value of 0.05. At the same time, employee satisfaction (.024) is slightly less than the critical value of 0.05. These make the p-value of the overall Leadership Effectiveness for Gender about .405, which is much higher than the critical value of 0.05. Therefore, the null hypothesis (H_0) cannot be rejected, which implies that differences in Gender generate no differences in Leadership Effectiveness.

Differences in Marital Status, Age, Educational Level, Monthly Income, and Working Experiences Generate Differences in Leadership Effectiveness

$H_0 : \mu_i = \mu_j$

$H_a: \mu_i \neq \mu_j$ at last one Pair where $i \neq j$.

Table 8: The One-Way ANOVA of Marital Status, Age, Educational Level, Monthly Income, Working Experiences

Factor	Classification	S.S.	df	MS	F=value	p-value
Marital Status	Between Groups	5.824	2	2.912	7.088	.001*
	Within Groups	204.187	497	.411		
	Total	210.011	499			
Age	Between Groups	5.749	4	1.437	3.483	.008*
	Within Groups	204.262	495	.413		
	Total	210.011	499			
Educational Level	Between Groups	8.272	4	2.068	5.074	.001*
	Within Groups	201.739	495	.408		
	Total	210.011	499			
Monthly Income	Between Groups	12.061	4	3.015	7.540	.000*
	Within Groups	197.950	495	.400		
	Total	210.011	499			
Working Experiences	Between Groups	6.643	4	1.661	4.043	.003*
	Within Groups	203.368	495	.411		
	Total	210.011	499			

*. The mean difference is significant at the 0.05 level.

It can be seen from Table 8 that the p-value of Leadership Effectiveness to Marital Status, Age, Educational Level, Monthly Income, and Working Experiences are approximately .001, .008, .001, .000, and .003, respectively, which are much less than the critical value of 0.05. Therefore, the null hypothesis (H_0) of these aspects is rejected, meaning that differences in Marital Status, Age, Educational Level, Monthly Income, and Working Experiences generate differences in Leadership Effectiveness.

The Influence of Emotional Intelligence on Leadership Effectiveness

Table 9: The Multiple Linear Regression Analysis of Leadership Effectiveness based on Emotional Intelligence

Model	Coefficient		Standardized Coefficients Beta	T-value	p-value
	Unstandardized Coefficients				
	B	Std.Error			
Constant	.030	.061		.497	.619
X_1 = Self-awareness	.516	.047	.514	10.913	.000*
X_2 = Self-regulation	.083	.030	.095	2.800	.005*
X_3 = Motivation	.152	.039	.161	3.949	.000*
X_4 = Empathy	.077	.038	.068	2.006	.045*
X_5 = Social Skills	.161	.028	.170	5.666	.000*

It can be seen from Table 9 that Self-awareness, with a Standardized Beta coefficient of about .514, has the highest relative importance, suggesting that it is the strongest predictor of Leadership Effectiveness, followed by Social Skills, Motivation, Self-regulation, and Empathy—the Standardized Beta coefficients are .170, .161, .095, and .068, respectively. The Adjust R^2 of this Multiple Linear Regression is approximately .897, meaning that one unit change of these 5 factors, namely, Self-awareness, Self-regulation,

Motivation, Empathy, and Social Skills, will cause the Leadership Effectiveness change in the same direction about .897 unit.

The Influence of Cultural Diversity in Organization on Leadership Effectiveness

Table 10: The Multiple Linear Regression Analysis of Leadership Effectiveness Based on Cultural Diversity in Organization

Model	Coefficient			T-value	p-value
	Unstandardized Coefficients		Standardized Coefficients Beta		
	B	Std.Error			
Constant	.043	.073		.596	.551
X_1 = Diversity	.329	.024	.393	13.927	.000
X_2 = Equity	.159	.033	.162	4.876	.000
X_3= Inclusion	.224	.018	.271	12.311	.000
X_4 = Belonging	.264	.022	.287	12.003	.000

a. Dependent variable Y; Leadership Effectiveness

It is evident from Table 10 that Diversity, with a Standardized Beta coefficient of about .393, has the highest relative importance, suggesting that it is the strongest predictor of Leadership Effectiveness, followed by Belonging, Inclusion, and Equity, the Standardized Beta coefficients of which are about .287, .271, and .162 respectively. The Adjust R^2 of this Multiple Linear Regression is approximately .850, meaning that one unit change of these 4 factors, namely, Diversity, Equity, Inclusion, and Belonging, will cause the Leadership Effectiveness to change in the same direction about .850 units.

The Influence of Communication Strategies on Leadership Effectiveness

Table 11: The Multiple Linear Regression Analysis of Leadership Effectiveness Based on Communication Strategies

Model	Coefficient			T-value	p-value
	Unstandardized Coefficients		Standardized Coefficients Beta		
	B	Std.Error			
Constant	.210	.064		3.277	.001
X_1 = Awareness and Understanding	.151	.039	.184	3.831	.000
X_2 = Communication Quality	.416	.020	.435	20.886	.000
X_3= Accessibility	.273	.039	.338	7.006	.000
X_4 = Employee Engagement	.088	.017	.112	5.120	.000

a. Dependent variable Y; Leadership Effectiveness

It can be seen from Table 11 that Communication Quality, with a Standardized Beta coefficient of about .435, has the highest relative importance, suggesting that it is the strongest predictor of Leadership Effectiveness, followed by Accessibility, Awareness and Understanding, and Employee Engagement, the coefficients of which are about .338, .184, and .112, respectively. The Adjust R^2 of this Multiple Linear Regression is approximately .875, meaning that one unit change of these 4 factors, namely, Awareness and Understanding, Communication Quality, Accessibility, and Employee Engagement, will cause the Leadership Effectiveness to change in the same direction about .875 unit.

The Influence of Leadership Styles on Leadership Effectiveness

Table 12: The Multiple Linear Regression Analysis of Leadership Effectiveness Based on Leadership Styles

Model	Coefficient			T-value	p-value
	Unstandardized Coefficients		Standardized Coefficients Beta		
	B	Std.Error			
Constant	.535	.059		9.017	.000
X_1 = Decision-making Leadership Styles	.194	.015	.269	13.337	.000
X_2 = Everyday Leadership Styles	.208	.018	.261	11.815	.000
X_3= Beyond everyday-work Leadership Styles	.149	.016	.192	9.110	.000
X_4 = Values-based Leadership Styles	.324	.014	.465	23.281	.000

It can be seen from Table 12 that Values-based Leadership Styles with a Standardized Beta coefficient of about .465 have the highest relative importance, suggesting that it is the strongest predictor of Leadership Effectiveness, followed by Decision-making Leadership Styles, Everyday Leadership Styles, and

Beyond everyday-work Leadership Styles the coefficients of which are about .269, .261, and .192, respectively. The Adjust R^2 of this Multiple Linear Regression is approximately .871, meaning that one unit change of these 4 factors, namely, Decision-making Leadership Styles, Everyday Leadership Styles, and Beyond everyday-work Leadership, will cause the Leadership Effectiveness change in the same direction about .815 unit.

The Influences of Emotional Intelligence, Cultural Diversity in Organization, Communication Strategies, and Leadership Styles on Leadership Effectiveness

Table 13: The Multiple Linear Regression Analysis of Leadership Effectiveness based on Emotional Intelligence, Cultural Diversity in Organization, Communication Strategies, and Leadership Styles

Model	Coefficient			T-value	p-value
	Unstandardized Coefficients		Standardized Coefficients		
	B	S.E.	Beta		
Constant	.137	.059		2.336	.020
X_2 = Cultural Diversity in Organization	.159	.050	.149	3.143	.002
X_3 = Communication Strategies	.390	.033	.405	11.813	.000
X_4 = Leadership Styles	.410	.039	.428	10.379	.000

From Table 13, after deleting Emotional Intelligence from the equation since it is found to be insignificant from the first regression run, it is evident that Leadership Styles is the most essential characteristic with a Standardized Beta coefficient of about .428, followed by Communication Strategies and Cultural Diversity in Organization the coefficients of which are .405 and .149, respectively. The Adjust R^2 of this Multiple Linear Regression is approximately .904, meaning that one unit change of these 3 factors, namely, Cultural Diversity in Organization, Communication Strategies, and Leadership Styles, will cause the Leadership Effectiveness change in the same direction about .904 unit.

Discussion and Conculsion

Most respondents are female, married, and between 35 and 45 years old. They most enjoy a bachelor's degree with a monthly income of 10,000 but less than 15,000 RMB and 5 but less than 15 years of working experience. For Inferential Statistics, differences in Marital Status, Age, Educational Level, Monthly Income, and Working Experiences generate differences in Leadership Effectiveness. The results obtained from the Multiple Linear Regression Analyses show significant positive impacts of all aspects of Emotional Intelligence (Self-awareness, Self-regulation, Motivation, Empathy, and Social Skills) on Leadership Effectiveness. All aspects of cultural diversity in an organization, namely diversity, equity, inclusion, and belonging, have also been found to impact leadership effectiveness positively.

Regarding Communication Strategies, Awareness and Understanding, Communication Quality, Accessibility, and Employee Engagement are also found to impact Leadership Effectiveness positively. Regarding Leadership Styles, its components, namely, Decision-making Leadership Styles, Everyday Leadership Styles, Beyond Everyday-work Leadership Styles, Values-based Leadership Styles, are found to impact Leadership Effectiveness positively. Finally, cultural diversity in organizations, communication strategies, and leadership styles positively impact leadership effectiveness at a critical level of 0.05.

Regarding emotional intelligence, the results obtained from the multiple linear regression analyses show that emotional intelligence has significant positive impacts on leadership effectiveness. These findings are consistent with Duan et al. (2022), who found that Emotional Intelligence positively influences high-performance leadership, and organizational culture mediates the relationship between emotional intelligence and high-performance leadership of Chinese woman leaders. Similar results can be seen from Stoyanova-Bozhkova et al. (2020), who state that Emotional Intelligence can positively enhance staff satisfaction, motivation, and overall business productivity within the industry. Cultural Diversity in an Organization is found to have a positive impact on Leadership Effectiveness, which is consistent with (Xuejing, 2022), who found that Organizational Culture, namely, Clan Cultures, Adhocracy Cultures, Hierarchical Cultures, and Market Cultures, have influenced the Effectiveness of Leadership in the Chinese Higher Education Institutions. Similar results can also be seen by Lee et al. (2022), who found that Leader emotional intelligence has a significant and positive effect on trust in supervisors. Transformational leadership and trust within a team have significant and positive effects on job performance. Organizational commitment has a significant and positive effect on job performance. Employees committed to their organization are likelier to perform well in their jobs.

Additionally, the Communication Strategies are found to have positive impacts on Leadership Effectiveness, which is consistent with Chaudhary et al. (2022), who found that leaders' e-competencies, such as e-communication skills, e-change management skills, and e-technological skills, impact the well-being of employees. Emotional intelligence moderates the association between a leader's e-competencies and employee well-being. Finally, Leadership Styles positively impact Leadership Effectiveness, consistent with Siyal (2023), who found that Inclusive Leadership Style positively influences work engagement, and

psychological safety mediates the relationship between inclusive leaders and work engagement. Similar results can be seen by Chang et al. (2022), who state that Inclusive Leadership significantly affects employee proactive behavior, with employee trust mediating and procedural justice climate moderating the relationship between inclusive leadership and employee proactive behavior. It is also similar to (Jin et al. (2022), who found that leaders' emotional competence impacts subordinates through motivational and cognitive pathways, and emotional leadership can improve subordinates' work engagement by stimulating their intrinsic motivation. Moreover, it can be seen from Su et al. (2021) Ethical Leadership positively impacts followers' knowledge sharing. Furthermore, it is discovered that both positive reciprocity and moral efficacy significantly mediate this relationship and are equally important in explaining how ethical leadership affects followers' knowledge sharing.

References

Água, P. B., Frias, A. D. S., Correia, A., & Simões-Marques, M. (2023). The impact of cultural Diversity on organizational and operational risk levels. 14th International Conference on Applied Human Factors and Ergonomics (AHFE 2023).

Ahmed, Z., Shields, F., White, R., & Wilbert, J. (2010). Managerial communication: The link Between frontline leadership and organizational performance. Journal of Organizational Culture, Communications and Conflicts, 14(1),107-120.

Alla, K.-B. (2023). Diversity management as a challenge for today's managers. Humanities and Social Sciences Quarterly, 30(1), 69-76.

Alwali, J. & Alwali, W. (2022). The relationship between emotional intelligence, transformational leadership, and performance: A test of the mediating role of job satisfaction. Leadership & Organization Development Journal, 43(6), 928-952.

BAGU, C., GRIGORE, A-M., & RADU (GHERASE), C. (2011). Managerial Practices of Increasing Organizational Performances in a Competitive Environment. Review of International Comparative Management. Special 1/2011, 70-76.

Barinua, V., Chimere-Nwoji, C. C., & Ford, H. O. (2022). Manager's Emotional Intelligence and Team Effectiveness: A Theoretical Review. Saudi Journal of Business and Management Studies, 7(5), 120-124.

Baron, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory. In R. Bar-On & J. D. A. Parker (Eds.), The handbook of emotional intelligence. (pp. 363-388), San Francisco, CA: Jossey-Bass.

Baron, R. (2006). The Bar-On Model of Emotional-Social Intelligence (ESI). Psicothema, 18, 13–25.

Baron, R. & Parker, J. D. A. (2000). The handbook of emotional intelligence: Theory, development, assessment, and application at home, school, and the workplace. San Francisco, CA: Jossey-Bass/Wiley.

Chhina, V. (2019). Case in Brief: Canada (Public Safety and Emergency Preparedness) v. China. SUPREME COURT OF CANADA. (CanlII), (2019) 2 SCR 467. https://www.canlii.org/en/ca/scc/doc/2019/2019scc29/2019scc29.html

Djofang, A. I. & Fofack, A. D. (2022). Emotional Intelligence and Leadership Effectiveness: Evidence From Cameroonian Immigrants in Nicosia. International Leadership Journal, 14(1), 87-109.

Drejer, A., D., Gunge, S., & Holm., C. (2014). Management of Technology in Complex World. International Journal of Materials & Product Technology, 12(4-6), 239-253.

Duan, W.H., Asif, M., Nik Mahmood, N. H., & Wan Zakaria, W. N. (2023). Emotional Intelligence and high-performance leadership of women leaders: the mediating role of organization culture. Management Research Review, 46(1), 100-115. https://doi.org/10.1108/MRR-06-2021-0419

Emanuela, O. (2022). Intercultural challenges in multinational corporations. In X. Dai & G-M Chen (Ed). Conflict Management and Intercultural Communication. (pp. 366), London: Routledge. https://doi.org/10.4324/9781003252955

Fairhurst, G. (2001). Dualisms in leadership research. In Jablin, F. & Putnam, L. (Eds.), The new Handbook of organizational communication: Advances in theory, research, and methods (pp. 379-439). Sage.

Goleman, D. (1996). Emotional Intelligence: Why it can matter more than I.Q. London: Bloomsbury.

Haricharan, S. J. (2022). Is the leadership performance of public service executive managers related to their emotional intelligence? *S.A. Journal of Human Resource Management*, *20*, 1773. Harvard Business Review (HBR). (2017). Why diverse teams are smarter. *Harvard Business Review.*

Himanshu, K. (2023). The Role of Emotional Intelligence in Building Effective Workplace: A Quantitative Study. https://doi.org/10.48047/jcdr.2021.12.04.347

Jena, L. K. (2022). Does workplace spirituality lead to raising employee performance? The role of citizenship behavior and emotional intelligence. International Journal of Organizational Analysis, 30(6), 1309-1334. https://doi.org/10.1108/ijOA-06-2020-2279

Joyce, W., Nohria, N., & Roberson, B. (2003). What really works. Harvard Business Review, 81(7), 42-51, 116.

Karnaukh-Brozyna, A. (2023). Diversity Management as a Challenge for Today's Managers. Humanities and Social Sciences, 30(1), 69-76.

Lee, C. C., Li, Y. S., Yeh, W. C., & Yu, Z. (2022). The Effects of Leader Emotional Intelligence, Leadership Styles, Organizational Commitment, and Trust on Job Performance in the Real Estate Brokerage Industry. Front Psychol, 13, 881725. https://doi.org/10.3389/fpsyg.2022.88175

Lena, C. (2023). The Effect of the Company's Cultural Diversity on Restaurant Employees' Performance. International Journal of Multidisciplinary Research and Analysis, 6(6). https://doi.org/10.47191/ijmra/v6-i6-49

Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional Intelligence: Theory, Findings, and Implications. Psychological Inquiry, 15(3), 197-215. https://doi.org/10.1207/s15327965pli1503_02

Orlando, E. (2022). Intercultural challenges in multinational corporations. In A.Moosmueller (Ed). Conflict Management and Intercultural Communication (2ⁿᵈ, pp. 15). London: Routledge. https://doi.org/10.4324/9781003252955

Radityawara-Hidayat, E (2020). Perception of Effective Multicultural Leadership: A Qualitative Study in Western Java. Jurnal Psikologi Sosial, 18(1), 39-52.

Salovey, P. & Mayer, J. D. (1990). Emotional intelligence. Imagination, Cognition, and Personality, 9(3), 185-211. https://doi.org/10.2190/DUGG-P24E-52WK-6CDG

Schweimler, Z. A. (2022). Leadership Job Requirements in Multicultural Virtual Teams: Which Behavior and Skills Do Leaders Need to Manage Multicultural Virtual Teams Successfully? A Review. *GiLE Journal of Skills Development*, *2*(2), 12-26.

Turner, L. A. & Merriman, K. K. (2022). Cultural intelligence and establishment of Organizational diversity management practices: An upper echelons perspective. Human Resource Management Journal, 32(2), 321-340.

Xianjun, T. (2022). An Exploratory Study of Emotional Intelligence Towards Leadership Effectiveness. Journal of Digitainability Realism & Mastery (DREAM), 1(04), 112-122. https://doi.org/10.56982/dream.v1i04.43

Xuejing, F. (2022). Leadership Effectiveness in Chinese Universities: The Significance of Organizational Culture. Journal of Digitainability Realism & Mastery (DREAM), 1(05), 21-30. https://doi.org/10.56982/dream.v1i05.47.

Yamane, T. (1967). *Statistics:* An Introductory Analysis. Harper & Row: University of Michigan.