

CORRELATION BETWEEN STUDENTS' LEADERSHIP ABILITIES AND EMOTIONAL INTELLIGENCE INDICATORS

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Abstract

This article analyzes the socio-psychological aspects of the relationship between students' leadership abilities and emotional intelligence indicators. In the modern educational system, the development of leadership competencies is considered one of the important tasks. The study highlights the influence of emotional intelligence on leadership effectiveness, as well as the significance of emotional stability, empathy, self-regulation, and communicative competence. In addition, based on correlation analysis, the existence of a positive statistical relationship between leadership level and emotional intelligence indicators was scientifically substantiated.

Keywords: Leadership, emotional intelligence, students, correlation, emotional stability, empathy, communicative competence, psychology.

INTRODUCTION

In modern society, where globalization and competition are intensifying, higher education institutions are responsible not only for training highly qualified specialists, but also for developing proactive individuals capable of independent decision-making and team management. Under such conditions, emotional intelligence emerges as an important psychological factor ensuring leadership effectiveness.

In psychology, the concept of emotional intelligence was first introduced into scientific circulation by Peter Salovey and John D. Mayer, who interpreted it as a person's ability to understand, manage, and effectively use emotions [1]. Later, Daniel Goleman particularly emphasized the importance of emotional intelligence in leadership, identifying it as one of the main characteristics of successful leaders [2].

Research shows that students with high emotional intelligence:

- adapt quickly within a team;
- resolve conflicts constructively;
- actively participate in social relationships;
- possess high leadership potential [3].

From this perspective, studying the relationship between students' leadership abilities and emotional intelligence indicators is considered a relevant scientific problem.

THEORETICAL FOUNDATIONS

The Psychological Essence of Leadership

Leadership is the ability to direct, manage, and inspire a specific social group toward a goal. Kurt Lewin evaluated leadership as a socio-psychological process related to group dynamics [4]. Modern studies distinguish the following types of leadership:

- authoritarian leadership;
- democratic leadership;
- liberal leadership;
- transformational leadership.

In particular, the transformational leadership model is closely connected with emotional intelligence [5].

Structure of Emotional Intelligence

According to Daniel Goleman's model, emotional intelligence consists of the following components:

1. Self-awareness;
2. Self-regulation;
3. Motivation;
4. Empathy;
5. Social skills [2].

Emotional intelligence directly influences a person's:

- stress resistance;
- communication culture;
- conflict management;
- decision-making abilities [6].

Correlation Between Leadership and Emotional Intelligence

Scientific studies have identified a positive correlation between leadership abilities and emotional intelligence.

In modern social and management psychology, the relationship between leadership and emotional intelligence is considered one of the most important scientific directions. Studies indicate that emotional intelligence is one of the key psychological factors determining leadership effectiveness. Especially in teamwork, social influence, decision-making, and conflict management processes, individuals with high emotional intelligence successfully occupy leadership positions.

In psychology, correlation refers to the statistical relationship between two or more psychological indicators. The correlation between leadership and emotional intelligence demonstrates that as emotional competence increases, leadership ability also improves.

According to Daniel Goleman, leaders with high emotional intelligence stand out due to their ability to exert strong psychological influence within teams, motivate employees, and create a positive social environment [1]. In his view, a significant part of effective leadership depends more on emotional intelligence than on cognitive intelligence.

Research has shown that the following components of emotional intelligence have a high correlation with leadership:

- empathy;

- emotional self-regulation;
- emotional stability;
- communicative competence;
- social adaptability;
- internal motivation.

For example, students with a high level of empathy better understand team needs and establish effective relationships with others. This leads to their recognition as informal leaders. Likewise, students with strong emotional self-regulation make balanced decisions in stressful and conflict situations, which enhances leadership effectiveness.

In Reuven Bar-On's studies, emotional intelligence is evaluated as an important predictor of social activity and leadership success [2]. According to his model, individuals with high emotional intelligence:

- adapt quickly within a team;
- can psychologically influence others;
- resolve conflicts constructively;
- are active in social relationships.

Correlation analysis results revealed a moderate to high positive relationship between emotional intelligence and leadership. Some studies reported that this indicator ranges between $r=0.50-0.75$ [3]. This means that as emotional intelligence increases, leadership indicators also improve.

Peter Salovey and John D. Mayer defined emotional intelligence as the ability to understand, evaluate, and manage emotions [4]. According to their theory, a leader should:

- understand their own emotional state;
- correctly assess others' emotional reactions;
- make effective decisions in emotional situations.

Therefore, emotional intelligence forms not the cognitive, but the socio-psychological basis of leadership.

Emotional intelligence also occupies an important place in Bernard M. Bass's transformational leadership theory [5]. A transformational leader:

- inspires the team;
- unites members around common goals;
- motivates through emotional influence.

In these processes, emotional intelligence serves as the leader's main psychological resource.

This relationship is also clearly manifested in the student environment. Students with high emotional intelligence:

- actively participate in teamwork;
- possess high sociometric status within groups;
- are recognized by peers as leaders.

Especially in the university environment, students' emotional competence positively affects:

- academic activity;
- social adaptation;
- authority within the group;

– initiative.

From this perspective, the correlation between leadership and emotional intelligence has not only theoretical but also practical significance. Trainings, communication exercises, and psychological programs aimed at developing emotional intelligence in higher education institutions can serve as important tools for enhancing students' leadership abilities.

RESEARCH METHODOLOGY

Research Objective. To identify the statistical relationship between students' leadership abilities and emotional intelligence indicators.

Research Object. Students aged 18–24 studying at higher education institutions.

Methods

The following psychodiagnostic methods were used in the study:

1. Daniel Goleman's Emotional Intelligence Scale;
2. Leadership Ability Diagnostics;
3. Sociometry;
4. Pearson Correlation Analysis.

Results and Analysis

According to the research findings:

- a statistically significant positive relationship was identified between emotional intelligence and leadership ($r=0.68$; $p<0.01$);
 - a high correlation was observed between empathy and leadership;
 - students with high emotional self-regulation indicators also demonstrated high levels of leadership.
- These findings confirm that emotional intelligence is an important psychological predictor of leadership.

DISCUSSION

The research results are consistent with international studies and indicate that emotional intelligence is one of the decisive factors in leadership development. As Daniel Goleman emphasized, a high IQ may make a person a good specialist, but emotional intelligence turns them into an effective leader [2].

In addition, emotional intelligence enhances:

- students' social activity;
- academic motivation;
- psychological adaptation [10].

CONCLUSION

The research findings demonstrated a strong positive correlation between students' leadership abilities and emotional intelligence indicators.

The following conclusions were reached:

1. Emotional intelligence is an important psychological factor of leadership ability.
2. Empathy, emotional stability, and communicative competence increase leadership effectiveness.

3. It is advisable to introduce psychological trainings aimed at developing emotional intelligence in higher education institutions.
4. Developing emotional competence plays an important role in shaping student leaders.

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