

# Emotional Intelligence And Leadership Skills Among University Students In Pakistan

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## Abstract

This present study explored the effect of prevailing curricular activities on the development of emotional intelligence and leadership skills in the students of universities in. Meanwhile, the traits of emotional intelligence and leadership skills have been less focused especially the curriculum at this stage in Pakistan. For achieving the purpose of this study pure sciences and languages students of (BS English and Physics) have been taken as the participants, moreover, to meet the objective random sampling technique have used, the data was collected from two (02) campuses of University of Education (Lahore and Multan) campus. Survey questionnaires were distributed and completed with the help institutional faculty and students. The data was analyzed with the help of Self-Report Measure of Emotional Intelligence that was based on Goleman's Mixed Model of EI (Emotional Intelligence) this was considered most convenient tool for data collection at initial educational stages. The results revealed that the students at initial level of their education have better Emotional capabilities than the students in the final level of educational stage. Further, the finding of the current study helps to suggest that need to elevate and meet the standers of the university curricular for develop the leadership skills with appropriate use of emotional intelligence at the university level.

**Keywords:** Emotional Intelligence, Universities, Self-Report, leadership skills

## INTRODUCTION

Skills are required for organizing the emotional development further this addressed for management that have essential for both successful and efficient leadership, this is further essential in the success of any organizations today's dynamic and competitive environment. As a result of the fact that these tasked taken for resolving the issues that involve other

employees, coaches, and the department as a whole, effective supervisors must possess the emotional maturity and management abilities that are necessary for the personal and emotional development (Xianjun, 2022). As with all the facilities, Pakistan's educational sector is in a state of disarray position in leadership qualities and skills. This study's objective is to explore and evaluate the emotional maturity of university students with relation of

curriculum for develop leadership qualities (Gomez-Leal et al., 2022).

Since late 1800s, leadership theory has directed for the development of leaders. Leadership has many aspects that need to develop at initial level of the education, but evidences observed that at beginning in any educational institution, students, parents, teachers, facility staff, superintendents, local politicians, and other stakeholders are all served as leaders of that particular organization. They must constantly be equipped to manage a variety of challenging circumstances. Each scenario requires a unique leadership reaction, which leaders must manage immediately and effectively. Effective leaders consider institution as a whole and the administrators in the twenty-first century understand that building a group of stakeholders is essential to ensuring that every individual have a high-quality education opportunities (Wittmer & Hopkins, 2022).

The promotion and transformation in content create healthy and foster collaborative cultures run by people and groups committed to in-depth processes of inquiry in teaching and learning process. Frequently, the pressures have made on teachers to perform better and have master over the curriculum this sometimes go stressful and may result in creating negative attitudes among students. Change can be challenging and emotional since it upends one's sense of security (Wang, 2022).

Leaders encourage and influence followers to try new things, this requires trust, which depends on the long-term relationship that has been established in teaching learning process. In addition to the many other stressful circumstances that

teachers with administrator's deal with every day crises with vision. This type of constant leadership develop a leader with emotional intelligence that have aware of his own emotions, recognizes them, comprehends them, and handles them in order to deal with each circumstance quickly and sincerely. The educational administrator goes through a range of emotions during the course of the working day as this real challenge to learn how to pay attention to one's feelings while also attending to others' sentiments (Rubio et al., 2022).

One can experience "emotional labour" when they suppress emotions in order to be there for someone else. Emotional stress is a word used by psychologists and social workers to describe the effort needed to control how we express our emotions. Self-awareness and self-management are two crucial emotional intelligence competencies that influence a leader's capacity to build an effective team. Meanwhile, to manage oneself and others, improve instruction, and empathize with their staff, in the past, there was not any consideration for the initial level educational leader's emotions in the literature on educational administration (Alharbi & Alnoor, 2022). In 2021, now understand how crucial it is for educational administrators to manage their emotions and acknowledge the role of empathy for oneself and others, as well as the capacity to deal with one's emotions, contribute to the development of relationships and the acceptance of change that is necessary for the individual leadership qualities (Ackerman, 2022).

Additionally, Shrivastava et al., (2022) observed that the best equipment of educational administrators to make the

right decisions for other individuals and manage the stress of employees. The ability to monitor one's own and others' feelings and emotions to distinguish between them, and utilize this information to inform one's thinking and actions is how they characterized emotional intelligence. Goleman, a psychologist and former science writer for the New York Times, popularized the idea of Emotional Intelligence in his ground-breaking book *Emotional Intelligence*. Goleman's book has a significant impact on schools and child education. The collaborative for academic, social, and emotional learning, which promoted research and practice, is where the focus on Emotional Intelligence in schools first emerged (Goodlet et al., 2022). The movement to make social and emotional learning for all students was started by researchers and practitioners at early nineties, this leads to effort for the students emotional maturity in education and improve the Emotional Intelligence and leadership qualities for achieving the success in life. Social and emotional learning is now well-known and promoted in educational settings all over the world.

### **Research objectives**

The study aims,

1. To identify the Emotional Intelligence (EI) of the learners at higher level with curriculum effectiveness and academic efficacy.
2. To compare Emotional Intelligence of university students with leadership skills with the correlational aspects in higher education.

### **Literature Review**

According to Suleman et al., (2019) that emotional intelligence is a vital competence for good management and for the effectiveness of teams in academic contexts with all the socio cultural situations, that have defined emotional intelligence as the capacity to perceive and comprehend others, to comprehend the reactions of others, and to have an effect on and govern the emotions of others. Emotional intelligence is more vital to success, according to Goleman agreed the notion that has been presented earlier. Research studies that have been based on empirical evidence also carried out in order to investigate and evaluate this connection. While investigated the connection between EI and strategic direction that devised a methodology to investigate the connection between EI and revolutionary leadership.

In addition, Malik & Shahid (2016) stated that the sense of compassion among students acts as the connecting factor between effective leadership and the growth of a spiritual practice. Research conducted by Jahan (2022) explored the association between Emotional Intelligence and Academic Performance with Stress creating factors among students that pointed that individual with higher of EI are perceived by staff as EI more effective at attaining goals. Further, the views of Ahmed & Asim (2019) stated that this perception is shared by the personnel. It has been discovered that there is a component of feeling involved in the interactions that take place between managers and staff members. It is more likely that employees will perform duties effectively if they are driven to do so, have faith in the leadership they are following, and are content in working environment.

According to Khassawneh (2022) recognized that the relationship between Emotional Intelligence and educators performance in higher education sectors have an impacts of the emotional interaction between leaders and employees, the mental maturity of leaders contributes to an increase in the professionalism of subordinates and the effectiveness of teams. This is true across all management units. According to a report that was released by the Center for Creative Management, increased levels of EI are associated with better outcomes in the following key areas: sharing government, providing students with a healthy work environment, self-sensitivity, striking a balance between one's personal and professional lives, equality and awareness, developing new interrelationships and repairing past series, dedication, power, confronting and coping with problem coworkers, and adapting planning.

Further conducted research to investigate the connection between social abilities and managerial brilliance, levels of production, and feelings of contentment in one's work environment (Samiuddin & Ahmad, 2017). They arrived at the conclusion that there is a robust connection between intellectual stimulation and achievement in addition to emotional development (Ahmad, 2019).

With that came to the conclusion that executives who have a higher emotional maturity changes as opportunities to grow and lay a greater focus on the continual development of their employees than they do on maintaining stability (Fakhar et al., 2020). Furthermore, there is a correlation between successful leadership and high levels of emotional intelligence. It is evident from successes

that leaders with a higher emotional intelligence have a much greater chance of meeting performance goals and are considered as capable by the members of team.

Moreover Shafait & Huang (2022) stated that the students more activated to display the personality and give regard to others, on the other hand people with low self-esteem are statistically less likely to engage in this behavior. Gender tend to be drawn to more complex and demanding kinds of leadership that place an emphasis on teamwork. The purpose of this combined, descriptive study is to investigate and assess the emotional growth of male and female university students. The descriptive approach, in regards to the harmonics and proportion of every possible factor of mental capacity, as well as the relation between the thoughts and intellectual capability of males and females genders.

Meanwhile, the completion of an exhaustive review of the relevant literature, a survey was developed. It covered almost every conceivable facet of emotionally mature leadership abilities and skills. It is made up of two components, the first of which is connected to content, and the second of which is associated with the level of emotional maturity possessed by leaders (Jan & Anwar, 2019). All the observations have many different characteristics of emotional maturity, self-awareness, self-management, social awareness, and the development of meaningful relationships are all important aspects of personal development (Bibi & Saqlain, 2016).

### **Research Methodology**

This research have followed the descriptive research design involving causal

comparative research method to find out the cause or consequences of different curricular activities on students' EI and leadership skills. For data collection from students of different semesters like, initial, mid and final semesters at the same time, the cross-sectional survey method was used. The cross-sectional design offers the opportunity for researchers to draw one or more samples from the population at one time. Furthermore, this design provides for describing the characteristics of a population or the differences between two or more populations at a particular time, and is more economical due to its single phase of data collection.

The survey questionnaire was developed for this research study was based on a Self-Report Measure of Emotional Intelligence (SRMEI) that was developed by Khan and Kamal in (2010) from National Institute of Psychology Center of Excellence at Quaid-i-Azam University, Islamabad. It was a reliable and valid measure of emotional intelligence tool especially Pakistan's socio cultural environments, and it was designed by using direct assessment method in the form of a self-report measure. It has overall 0.95

alpha coefficient of reliability and contains 60 items with three subscales. The three subscales (sub factors) are Emotional Self-Regulation, Emotional Self-Awareness and Interpersonal Skills based on 11 facets of emotional intelligence i-e Adaptability, Emotional Reactivity Management, Emotional Stability, Conscientiousness, Achievement Drive, Self-Awareness, Perceived Self-Awareness, Self-Confidence, Empathy, Sociability, and Communication. It is a 5-point scale with response categories of 'Always', 'Often', 'Sometimes', 'Rarely', and 'Never' having scores 5, 4, 3, 2, and 1 respectively.

### Data Analysis

Participants (students) were divided into three categories, namely those with have lower EI, those with medium EI, and those with high levels of emotional intelligence, utilizing the first quartile and third quartile as cut points in the analysis of the obtained data in order to measure the EI of the pupils. The EI of learners from the time of joining, pupils from the middle level, and learners from the final level were all determined using one sample t-test in addition. The pupils' EI was assessed statistically using the mean score and standard deviation.

**Table 1 Emotional Intelligence (EI) of students with level of curricular effectiveness**

Stage in the Program	Low		Moderate		High		Total	
	Perti.	Per.	parti	Per.	parti	Per.	Pre.	Parti.
Entrance level	145	26.4	305	49.2	170	27.4	100	520
Mid-level	156	23.5	293	49.7	140	23.8	100	489
Final Level	167	26.5	271	47.9	128	22.6	100	266

Total	468	29.4	869	49.0	438	24.7	100	1275
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The above table shows that at the beginning of the study, 26% of students had low levels of emotional intelligence, 49percent of students had intermediate levels, and 27%of pupils had high levels of emotional intelligence (parti. is an acronym for participating and per is an acronym for percent). In contrast, at the halfway point,

26% of students had poor emotional intelligence, 50%had moderate emotional intelligence, and 24% had high emotional intelligence. Moreover, 29percent of pupils at the final phase had poor emotional intelligence, 48%had moderate emotional intelligence, and 23% had high level of emotional intelligence.

**Table 2 Factors of students' Emotional Intelligence level and Leadership Skills**

Measured aspect of (EI)	N	Test Mean	Mean	SD	SE	T	Sig.
Emotional Self-Regulation (ESR),27x3=81	1775	81	92.10	14.86	0.353	261.22	0.00
Emotional Self Awareness ESA 21x3=63	1775	63	74.910	7.686	0.1825	410.60	0.00
Leadership Skills IS 12X3 = 36	1775	36	47.237	5.422	0.1287	366.95	0.00
Total EI 60x3=180	1775	180	214.24	22.06	0.5238	409.01	0.00

For each cell in the above table, the researcher demonstrates that the t-value is statistically significant. The estimated mean scores of students are clearly higher than their actual test scores. Thus, students have generally high levels of emotional intelligence and empathy with social

competencies that helps in leadership skills. The finding reveals the correlation between the characteristics of 'social awareness' and 'relationship administrations. Leaders, both male and female, show a significant gender disparity in emotional intelligence.

**Table 3 Emotional Intelligence of students and leadership skills with curricular content**

EI Factors	Comparative Pairs	Mean Difference	SE	Sig.	
	1 <sup>st</sup> (Semester)				
Emotional Stability	Initial -Level	Mid	0.17780	0.26800	0.801
		Final	0.76680*	0.26997	0.018
	Mid-Level	Final	1.12990	1.29639	0.684
	Initial-Level	Mid	0.34558	0.17577	0.145

Leadership (Skills)	Final	0.51709*	0.17739	0.015
	Mid-Level	Final	0.17155	0.17981
				0.634

The above-mentioned table demonstrates that students at beginning and mid-level of education at B.S programs have moderated emotional capabilities the value is greater ( $p>0.05$ ), further, at middle stage of education indicated that there is no substantial difference between emotional maturity and leadership skills with the current curricular activities. A significant difference was discovered between students' emotional stability (0.76681,  $p0.05$ ) and leadership qualities (0.51708,  $p0.05$ ).

### Conclusions and Discussion

The active role of universities influenced the growth of students with high EI level, while comparing students with EI factors and as a whole find that there is gap between the content and the skill development among the university students, the emotional self-regulation, emotional self-awareness, and interpersonal skills are the key factors that helps to add leadership qualities in the students. Moreover, all these trending additions work for the self-discipline and emotional stability that is necessary for the youth to thrive in the unfamiliar environment of higher education as well as at the social adjustments.

In the work of Jan & Anwar (2020) also stated that the mental and cultural awareness vital for the success of cross-cultural awareness. Building up the maximum amount of emotional resilience possible is one way for world leaders to

increase level of success. The study of Turi et al., (2020) indicated that leadership and self-efficacy worked as a measurement of one's capacity to lead the scenario. Students are shown to have lower rates of leadership qualities with self-efficacy, according to findings that were similar to those found in prior research by Asrar-ul-Haq et al., (2017) that the individual's capacity to recognize, and make use of the place in productive manners have in low value. The control over the negative emotions is an excellent tanning in adolescents that helps to discover the conflicted situations.

In addition, carried out different research to investigate the factors that contributed to the differences in the emotional development of men and women throughout the course of time. In spite of the absence of contrasts for younger people, there is a significant gap between males and females in terms of emotional maturity for adults with females rating higher than males in this category. Moreover, a study that was conducted by Jan & Anwar (2020) also have matches the results that female students have a lower leadership self-efficacy the results demonstrates that the importance of rules and structure developed the responsibilities among students towards working with vision and completing their assignments with in the required timings, further, that also have opinion that students possess considerable creative ability to deal with these new initiatives and work assignment if that assigned in a sequential and proper way, all the connected efforts

built decision making abilities in the students' performance (Ran et al., 2022).

The content of the class at initial level have stronger impact on the university students that have developed a great potential with more optimistic outlook that helped students to stand in the unwanted situations. Furthermore, a strong motivational add through teachers and through curriculum content also develop their skills about the adoption of new information and ways of doing things in a more practical manners. Furthermore, the factors of developing confidence and Emotional Intelligence have direct relation with the leading qualities, these qualities inculcate the flexibility and authority among the learners that helps to polish there sense of responsibilities. The role of Emotional Intelligence professionals in academic contexts have stronger impact these could be in form of teachers, contents, environments and most important the training personals. Moreover, Khassawneh (2022) asserted that the ability to lead with empathy and compassion is a key ingredient in authoritative and effective leadership that results in the development of student strengths the present research observations also suggest that students have a good grasp of inner workings capabilities. The development of Emotional Intelligence and the feelings correlated with the approach of leadership that they have experienced while studying at university. Furthermore, most students at universities are able to readily transmit their good or negative views about others these type of habits have to check on consistent bases, with what

In this competitive and complex times, strong leadership is essential for any endeavor to succeed. Supervisors or

stakeholders of the educational institutions need to have strong interpersonal and management abilities for effectively handle the cases of student's emotional traumas as well as other disciplinary issues. Any organization needs strong leadership to thrive in today's fast-paced, competitive environment as in Pakistan's educational system is in multiple crisis because of different curricular contents, the content need to develop the competencies among students to meet the demand of the society in an effective ways. Therefore, need to evaluate the emotional level of students with positive maturity of peace and transformed the leadership capacity of university students in progressive way. Efficiency in management and researchers fields develop leaders with high emotional intelligence.

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