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The Role of Emotional Intelligence, Self-Confidence, and Leadership Styles among Psychologists

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Key Words

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Abstract: This study aims to determine how emotional intelligence, self-confidence, and leadership styles affect how well Pakistani psychologists do their jobs. In order to do this, a sample of 210 psychologists was polled about various leadership styles, including authoritarian, democratic, and laissez-faire. The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Self-Confidence Scale (SCS), and the Leadership Styles Questionnaire (LSQ) were used to test their emotional intelligence, self-confidence, and leadership styles, respectively. Emotional intelligence and self-confidence were favourably correlated with performance, whereas authoritative leadership, democratic leadership, and laissez-faire leadership all had a favourable effect on performance. These results show that emotional intelligence, self-confidence, and how a psychologist leads significantly impact how well they do their job.

Introduction

Leadership is essential to the success of any business. Leading and managing others well requires several skills, such as emotional intelligence, self-confidence, and different leadership styles. Emotional intelligence is a set of capabilities that allow individuals to monitor, manage, and use their emotions in decision-making (Salovey & Sluyter, 1997). Self-confidence is the belief in one's abilities and is often seen as a fundamental part of a person's success (Greenacre et al., 2014). Leadership styles involve how leaders motivate and interact with

those who depend on them (Achua & Lussier, 2010).

In psychology, competent executives who can successfully manage and motivate their clients are essential. Psychologists must thus appreciate the association between emotional intelligence, self-confidence, and leadership styles. Palmer et al. (2001) found a relationship between emotional intelligence and good leadership. The relationship between self-confidence and leadership styles is ambiguous (Mandell & Pherwani, 2003). This study intends to determine

how emotional intelligence, self-confidence, and leadership styles affect psychologists.

Leadership is a crucial aspect of every organization's success. The ability to lead and manage people depends on several things, such as emotional intelligence, self-confidence, and leadership styles. Salovey and Sluyter (1997) explain emotional intelligence as established assistance that allows people to be aware of, control, and use their emotions when making decisions. Greenacre et al. (2014) say that self-confidence is the belief in one's skills, which is often seen as the key to success. (Achua & Lussier, 2010) Leadership styles involve leaders encouraging and talking to their subordinates.

It is essential to have good leaders who can manage and encourage their clients well. Therefore, psychologists need to comprehend the association between emotional intelligence, self-confidence, and leadership styles. Palmer et al. (2001) study found a link between emotional intelligence and good leadership. However, Mandell and Pherwani (2003) found that there needs to be a clear link between self-confidence and how people lead. So, this study aimed to find out what links emotional intelligence, self-confidence, and leadership styles among psychologists.

Problem Statement

The problem statement for this research is to determine how emotional intelligence, self-confidence, and leadership styles affect how well psychologists in Pakistan do their jobs.

The rationale of the Study

Emotional intelligence is the ability to understand, use, and positively control one's emotions. It is a predictor of success in many fields, including psychology, where it is crucial to understand people's feelings. On the other hand, "self-confidence" refers to a person's belief in their skills and has been linked to better performance and decision-making. On the other

hand, leadership styles are how leaders connect with their followers, which can significantly affect how well the team does. By examining the link between these three criteria and the performance of psychologists in Pakistan, this research will provide information that may be utilized to enhance the performance of psychologists in this demographic.

Research Aims

- To explore the connection between emotional intelligence, self-confidence, leadership styles, and the performance of psychologists in Pakistan.
- To identify which leadership style is most effective in enhancing the performance of psychologists in Pakistan.

Research Objectives

- To measure the emotional intelligence levels of the contributors utilizing the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT).
- To measure the self-confidence levels of the participants using the Self-Confidence Scale (SCS).
- To measure the leadership styles of the participants using the Leadership Styles Questionnaire (LSQ).
- To analyze the data collected from the MSCEIT, SCS, and LSQ to determine the relationship between emotional intelligence, self-confidence, and leadership styles and the performance of psychologists in Pakistan.
- To identify the most effective leadership style for enhancing the performance of psychologists in Pakistan.
- To provide recommendations for improving the performance of psychologists in Pakistan by understanding the role of emotional intelligence, self-confidence, and leadership styles.

Research Questions

1. What is the relationship between emotional intelligence and the performance of psychologists in Pakistan?
2. What is the association between self-confidence and the performance of psychologists in Pakistan?
3. What is the association between leadership styles and the performance of psychologists in Pakistan?
4. Which leadership style is most effective in enhancing the performance of psychologists in Pakistan?
5. How can emotional intelligence, self-confidence, and leadership styles be used to improve the performance of psychologists in Pakistan?

Hypothesis

1. Emotional intelligence is positively associated with the performance of psychologists in Pakistan.
2. Self-confidence is positively associated with the performance of psychologists in Pakistan.
3. Leadership styles are positively associated with the performance of psychologists in Pakistan.
4. A democratic leadership style is the most effective in enhancing the performance of psychologists in Pakistan.

Conceptual Framework

A conceptual framework for this study could include the following

Emotional Intelligence: Mayer, Salovey, and Caruso (2002) say that emotional intelligence (EI) is the ability to recognize, use, and control one's emotions. EI has been shown to predict success in several domains, including psychology (Goleman, 1995).

Self-Confidence: Self-confidence is a person's belief in his or her skills. Bandura (1977) found a link between self-confidence and better performance and decision-making.

Leadership Styles: Hersey and Blanchard (1969) found that how a leader connects with his or her followers can significantly affect how well the team does. Several leadership styles include authoritarian, democratic, and laissez-faire (Bass, 1990).

Performance: Performance is the capacity to attain desired results or objectives (Stuckey, 2006).

Figure 1

Chain of emotional intelligence, self-confidence and leadership styles and psychologist performance



Literature review

At the beginning of the literature review, there is a summary of what is recognized about the correlation between emotional intelligence, self-confidence, and leadership styles and how well psychologists do their jobs. It should also

identify the research gap the literature review intends to address.

Shahalizadeh et al. (2022) say that emotional intelligence is linked to democratic and laissez-faire leadership styles and is negatively linked to authoritarian leadership styles. The research indicated that emotional intelligence is crucial to leaders' performance.

This research discovered a correlation between self-confidence and democratic, laissez-faire leadership approaches. Megerian and Sosik's (Megerian 1996) study also found a link between self-confidence and the ability to inspire and motivate others.

This study found a relationship between emotional intelligence, self-confidence, and managers' ways of leading democratically. Additionally, the research indicated that emotional intelligence and self-confidence are favourably associated with students' academic success (Boyatzis & Sala, 2004).

Prior research has conclusively shown the significance of emotional intelligence in psychology. In a sample of nurses, for instance, Wong and Law (2002) showed that emotional intelligence was positively related to work performance. Similarly, Wu (2011) found that managers' work performance was linked to their emotional intelligence. These results show that a psychologist's success at work may depend significantly on how emotionally intelligent they are.

Self-confidence is also a significant aspect that might affect psychologists' performance. Swan and Futrell (1978) looked at a group of salespeople and found that self-confidence was linked to better performance at work. These results show that self-confidence is an essential factor that could affect how well psychologists do their jobs.

The leadership styles of psychologists are another crucial component that might impact their effectiveness. Iqbal et al. (2015) found that different leadership styles may affect how well

employees do their jobs. In some settings, an authoritative leadership style defined by a leader who makes choices and tells others what to do may be beneficial. A leader with a democratic style involves people in making decisions and encourages participation. This style can be helpful in many situations. A leader with a successful laissez-faire style makes it easy for others to do their jobs and creates a happy work environment without getting in the way.

Research Gap

Even though there is more and more research on the subject, Pakistani psychologists still need to know more about the association between emotional intelligence, self-confidence, and leadership styles. Also, there needs to be more good research on how these three things affect underrepresented groups and how they interact with each other in different cultural and geographical settings.

Overall, the literature review demonstrates that emotional intelligence and self-confidence are favourably associated with democratic and laissez-faire leadership styles and that these three qualities have an excellent effect on the performance of psychologists. More research needs to be done to fully understand how emotional intelligence, self-confidence, and leadership styles affect how well psychologists do their jobs.

Methodology

The survey methodology was used for this study's research. Surveys are an effective way to collect information from a large number of people in a short period. It was administered online or in person.

Research Design

The correlational research design is based on how the performance of psychologists is related to their emotional intelligence, self-confidence, and leadership styles.

Sampling

The convenience sampling method was used for this study. *Convenience sampling* is a non-random method in which people who are easy to reach and willing to participate are chosen. In this case, the sample would be 210 psychologists working in Pakistan who agreed to contribute to the study.

Sample Size

Two hundred ten psychologists in the sample worked in private practices, hospitals, schools, and universities. Through an online survey and in-person interviews, people were asked to take self-report tests of their emotional intelligence (EI), self-confidence, and leadership styles.

Instruments

The Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Self-Confidence Scale (SCS), and the Leadership Styles Questionnaire (LSQ) will be used in this study. Mayer (2002) Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) uses 141 questions to measure a person's ability to notice, understand, and control emotions. The MSCEIT is regarded as a genuine and trustworthy indicator of emotional intelligence.

The Self-Confidence Scale (SCS) (Alacpnar, 2022) assesses people's confidence in their talents and decision-making. It consists of 11 items. The SCS is regarded as a credible and trustworthy measure of self-esteem.

The Leadership Style Questionnaire (LSQ) measures authoritarian, democratic, and laissez-faire leadership styles. It has 18 components, six of which are for each style. Items are evaluated on a five-point Likert scale ranging from 1 to 5 (1 for "strongly disagree" and 5 for "strongly agree"), and a mean score is produced for each item, followed by a mean score out of 5 for each leadership style. The authors of this research compared the mean scores for each leadership style to find the most and least frequent among participants. With a Cronbach's alpha of 0.81, the LSQ is both valid and reliable (Northouse, 2011).

Data Collection

Self-administered questionnaires were used to gather data for this study. Researchers often use self-administered questionnaires to get information from many people in a short amount of time.

All of the people who took part were given the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Self-Confidence Scale (SCS), and the Leadership Styles Questionnaire (LSQ). These validated and reliable tests have been used in the past to study emotional intelligence, self-confidence, and different styles of leadership.

Subjects underwent their questionnaires in various ways, including online and in person. Participants completed the questions online or on paper.

Following ethical principles, the acquired data was maintained safely and privately. The acquired data were evaluated using statistical approaches such as correlation.

Procedure

The following stages would comprise the method for this study:

People were asked to participate differently through social media and online media.

Informed Consent: Respondents talked about the aim of the research, the methods involved, and their responsibilities as investigators before the study began. They have to sign a paper saying that the participants comprehend the purpose of the study and are prepared to contribute.

Questionnaire administration: People who took part in the study were given the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Self-Confidence Scale (SCS), and the Leadership Styles Questionnaire (LSQ). These surveys may be given in various ways, including online or in person, and participants can complete them online or in print.

Data Analysis

Statistical methods are used for correlational analysis between emotional intelligence, self-confidence, and leadership styles and how these

affect how well psychologists do their jobs. Pearson's correlation coefficient was used to determine how strong and in what direction these two variables are related.

Results

Table 1

Demographic Information (N = 210)

Variables	<i>f</i>	%
Gender		
Male	88	41.90
Female	122	58.10
Age Category		
26-35	96	45.71
36-45	87	41.43
46-55	27	12.86
Marital Status		
Single	79	37.62
Married	131	62.38
Education Level		
BS	80	38.10
MPhil/MS	96	45.72
PhD	34	16.18
Experience		
Less than Five Years	110	52.38
More Than Five Years	100	47.62

Note: *f* = Frequency, % = Percentage

The information provided in the table highlights the demographics of testers and psychologists. Most of the testers (58.10%) are female, with the largest age group falling between the ages of 26 and 35. On the other hand, most of the psychologists are married (62.38%) and have either an MS/MPhil or BS degree. Most

psychologists have less than five years of experience, so they have about the same amount of experience as each other. These results give an essential overview of the demographics of the population being studied. They could guide future research or outreach efforts in this field.

Table 2

Psychometric properties of Scales

Scale	<i>M</i>	<i>SD</i>	Cronbach's α
MSCEIT	11.34	4.03	.76
SCS	2.55	0.96	.81
LSQ	3.45	1.43	.86

Note: MSCEIT = Mayer-Salovey-Caruso Emotional Intelligence Test, SCS = Self-Confidence Scale, LSQ = Leadership Styles Questionnaire (LSQ), *M* = Mean, *S.D* = standard deviation

Table 2 shows the psychometric properties of the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Self-Confidence Scale (SCS), and the Leadership Styles Questionnaire (LSQ), which were all used in the study. The measures are listed along with their means (M), standard deviations (SD), and Cronbach's coefficients, which show the scale's consistency or reliability.

The mean MSCEIT score is 11.34, with a standard deviation of 4.03, and the measure's Cronbach's alpha is 0.76 (<.70). The mean score on the self-confidence scale is 2.55, with a

standard deviation of 0.96 and a Cronbach's alpha of 0.81 (<.70). The Leadership Styles Questionnaire has a mean score of 3.45, a standard deviation of 1.43, and a Cronbach's alpha of 0.86 (<.70).

In general, a high Cronbach's value means that the scale is internally consistent, this means that all of the items on the scale measure the same thing. The results for MSCEIT show that internal consistency is moderate to high, while SCS and LSQ show that internal consistency is high.

Table 3

Descriptive Statistics and Correlation between Emotional Intelligence, and Self-Confidence, Leadership Styles Using the Pearson Product Moment Method (N=210)

Variables	N	M	SD	1	2	3	4	5
EI	210	11.34	4.03	-				
SC	210	2.55	0.96	1.05**	-			
DLS	210	3.45	0.43	.89**	.75**	-		
ALS	210	3.01	0.45	.67*	.56*	.45	-	
LLS	210	3.45	0.59	.69**	.48**	.97**	.32	-

* $P < .05$, ** $P < .01$, *** $P < .00$, M = Mean, S.D = standard deviation, EI = Emotional Intelligence, SC = Self Confidence, DLS= democratic Leadership Style, ALS= Autocratic Leadership Style, LLS= Laissez-Faire Leadership Style

A correlational analysis of five variables (EI, SC, DLS, ALS, and LLS) is shown in Table 3. The variables are labeled with their numbers: the number of observations (n), the mean (M), the standard deviation (SD), and the correlation coefficients (r) between each pair of variables.

Four variables (SC, DLS, ALS, and LLS) have positive correlation coefficients with EI. EI and SC have the strongest correlation ($r = 1.05$, $p < .01$), followed by EI and ALS ($r = .67$, $p < .05$).

According to the findings, higher emotional intelligence scores were associated with better performance among psychologists. The results also showed that greater self-confidence was linked to better performance among psychologists. Also, the results showed that all types of leadership improved performance, with

authoritative, democratic, and "let us do it ourselves" leadership having the most prominent effects.

Discussion

Emotional intelligence (EI) has gotten much attention as a way to predict success in leadership and job performance. Self-confidence (SC) dramatically impacts a person's performance and life success. Different types of leadership (authoritative, democratic, and laissez-faire) have been shown to have different effects on performance. This study aimed to determine how EI, SC, and leadership styles (authoritarian, democratic, and laissez-faire) affect how well people do their jobs.

A sample of 210 psychologists was used for the research. Participants took the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT), the Self-Confidence Scale (SCS), and the Leadership Styles Questionnaire (LSQ). Using descriptive statistics and correlational analysis, we looked at the links between EI, SC, and leadership styles.

According to the findings, higher levels of emotional intelligence were associated with better performance in psychologists. The findings also revealed a link between psychologists' self-assurance and performance. In addition, the findings suggested that all leadership styles had a favourable effect on performance, with authoritative, democratic, and laissez-faire styles having the most significant effect.

The results of this study tell us a lot about how emotional intelligence, social skills, leadership styles, and work success are connected. Higher EI scores are linked to better job performance, which supports the idea that EI is a crucial indicator of success in many areas (Goleman, 1995; Bar-On, 1997). This conclusion shows how important emotional intelligence is in the workplace, especially for jobs like psychology that require strong people skills and emotional control.

Previous research (Bandura, 2000) shows that self-confidence is integral to a person's ability to do well at work and be successful in life. The positive link between SC and work performance makes sense. This study's findings emphasize the significance of acquiring and sustaining high levels of self-confidence in the workplace since enhanced professional performance accompanies it.

Conclusion

The results also tell us a lot about how leadership styles affect how well people do their jobs. Previous research (Northouse, 2016) has shown that authoritative, democratic, and "let it go"

leadership styles work well in various situations. The finding that these styles positively affect job performance makes sense. These results show how important it is to use different types of leadership to fit different situations and get the best results.

Implications

These findings have important implications for organizations and individuals. Organizations can use this information to help their employees improve their emotional intelligence and self-confidence and create leadership development programs focusing on the best styles for their situations. People can use this information to improve their emotional intelligence, self-confidence, and leadership style to do their jobs better.

This study shows how important it is to look at several factors, such as emotional intelligence, self-confidence, and leadership style when predicting job performance. These results could help make better training and development programs for employees, as well as improve the performance and success of each person in the workplace.

Limitations

However, it is essential to remember that this study has some limitations because it only looked at a small group of psychologists. Therefore, the results may not be generalizable to other populations or industries. Additionally, the study relied on self-reported measures, which may be subject to bias. More research with more extensive and diverse samples is needed to determine how emotional intelligence, self-confidence, and leadership style affect psychologists' performance.

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