

POVEZANOST DIMENZIJA EMOCIONALNE INTELIGENCIJE I LIDERSTVA KOD
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Rezultati dosadašnjih istraživanja ukazuju na značaj koji emocionalna inteligencija ima u liderstvu. Međutim, mali broj studija se bavi istraživanjem konstrukata emocionalne inteligencije i liderstva, kao i njihovih međusobnih relacija među studentskom populacijom. Stoga, cilj ovog istraživanja jeste ispitati povezanost između emocionalne inteligencije i liderstva kod studenata. Takođe, cilj je ispitati povezanost svih dimenzija merenih upitnicima. Uzorak je činilo 169 ispitanika, od čega 72.8% ispitanika čine osobe ženskog pola, dok muški ispitanici čine 27.2% uzorka. Starost ispitanika se kretala od 19 do 25 godina ($AS = 20.88$ god.). Ispitanici su podeljeni u dve kategorije: studenti Fakulteta bezbednosti (58.6%) i studenti Učiteljskog fakulteta (41.4%). Za istraživanje emocionalne inteligencije smo koristili više instrumenata: Upitnik emocionalne inteligencije, UEK-45, UEK-15 i UERK. Za istraživanje liderstva je konstruisana skala za ovu namenu, kojom se ispituje u kojoj meri studenti imaju razvijene liderske veštine. Na ovaj način dobili smo upitnik koji meri varijable emocionalne inteligencije i liderstva, konstruisan za potrebe ovog istraživanja. Faktorskom analizom, metodom glavnih komponenti (sa Promax rotacijom i Kaiser normalizacijom), na svim upitnicima, izolovano je osam faktora: empatijsko razumevanje i podrška ($\alpha = .93$), emocionalne kompetencije ($\alpha = .92$), emocionalna nestabilnost ($\alpha = .86$), liderstvo ($\alpha = .89$), opažanje emocija ($\alpha = .85$), upravljanje ljudima ($\alpha = .69$), pamćenje negativnih emocija ($\alpha = .65$) i samomotivacija ($\alpha = .66$). Na osnovu dobijenih rezultata, liderstvo značajno pozitivno korelira sa tri dimenzije emocionalne inteligencije i to: empatijskim razumevanjem i podrškom ($r = .56$), emocionalnim kompetencijama ($r = .51$), opažanjem emocija ($r = .37$). Stoga, možemo zaključiti da što u većoj meri studenti imaju izraženu crtu vođenja tj. liderstvo, to će imati naglašene navedene dimenzije emocionalne inteligencije. Dodatne zaključke bi trebalo doneti sa rezervom usled slabe statističke pouzdanosti određenih faktora: upravljanje ljudima ($\alpha = .69$), pamćenje negativnih emocija ($\alpha = .65$) i samomotivacija ($\alpha = .66$), izračunate Kronbahovim alfa koeficijentom. Istraživanje je izvršeno putem upitnika koji se zasniva na samoproceni pa se može dovesti u pitanje objektivnost ispitanika. Pored ograničenja u sprovedenom istraživanju, dobijena saznanja mogu poslužiti kao osnov istraživačima za naredne studije radi novih saznanja u ovoj oblasti.

Ključne reči: emocionalna inteligencija, liderstvo, studenti, emocionalne kompetencije, empatija

THE CONNECTION BETWEEN DIMENSIONS OF EMOTIONAL INTELLIGENCE
AND LEADERSHIP AMONG STUDENTS AT THE FACULTY OF SECURITY STUDIES
AND THE TEACHER EDUCATION FACULTY OF THE UNIVERSITY OF BELGRADE

We tried with this research to examine if there is – and if so, its measurement – a connection between emotional intelligence and leadership. Also, our goal is to examine a connection between all dimensions measured with the Questionnaire. In our research we had 169 students of University of Belgrade, between the ages of 19 and 25. We used several instruments for our emotional intelligence research: Emotional Intelligence Questionnaire, ECQ-45, ECQ-15 and ERCQ. Talking about leadership research, we constructed a scale for this purpose, which measures at which point students have developed leadership skills. Based upon given results,

we determined a positive correlation between leadership and three dimensions: empathy understanding and support ($r = .56$), emotional competencies ($r = .51$), perception of emotions ($r = .37$). Therefore, we can conclude that as long as students have more expressed line of guidance, i.e. leadership, cited dimensions of emotional intelligence will be accentuated.

Keywords: emotional intelligence, leadership, students, emotional competencies, empathy

PERCEIVED PLEASANTNESS OF COMMUTE AND CROWDING IN STUDENTS,
USING BUS TRANSPORT IN LJUBLJANA

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Ljubljana was awarded the European Green Capital title in 2016, recognizing the effort of local authorities in achieving high environmental standards and their dedication to sustainable development. Efficient, reliable and pleasant public transport is thus central in sustainable mobility planning in the city, especially because the city centre is gradually closing for traffic, making the flow of traffic in surrounding areas denser. However, the number of passengers using public transport in Ljubljana is slowly but steadily declining, regardless of efforts of improving and modernizing it. This research looked into perception of bus transport and commuting experience of university students and young adults who make up a third of all the bus passengers in Ljubljana's urban region. We were interested in how unpleasant different environmental factors are to them (e.g. cleanliness, heat, delays), how they define and perceive crowding and how it affects them, hoping to encourage strategic changes with positive effect on public transport usage rates. Almost all (94 %) of the 127 participants ($M_{age} = 23,5$, $SD = 2,7$) who responded to an online questionnaire reported using public transport (mostly bus which is the predominant motorized mean of public transport in Ljubljana). Of those who use the bus, most reported of commuting during peak hours and 48 % reported of crowding in at least one of their commutes in any given day. Crowding was also rated by bus users as one of the most unpleasant environmental factors, preceded only with delays and followed by stale air, bad odours and unsafe driving. The highest consensus of the proposed definitions of crowding were those defining crowding as the time when no new passengers are able to easily board the bus, when the driver has to turn on the sound notifications, encouraging people to move to the back of the bus, and the time when other people are touching the respondents. The reported frequency of crowding correlated negatively with the overall pleasantness of the drive ($r = -.24$, $p = .015$), suggesting that the experience of the commute could be significantly improved by reducing the density of passengers, by increasing the frequency of the buses or increasing their capacity.

Keywords: public transportation, buses, crowding, college students, environmental psychology