

## تصورات الطلبة الجامعيين حول صداقاتهم ومهاراتهم القيادية الشخصية بالجامعة الهاشمية في الأردن

### Undergraduate students' perceptions of their friendship and interpersonal leadership skills at Hashemite University in Jordan

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#### المُلخَص

هدفت هذه الدراسة إلى تقييم تصورات الطلبة حول مستوى صداقاتهم ومهاراتهم القيادية الشخصية في الجامعة الهاشمية بالأردن. باستخدام منهجية مسحية كمية، تم جمع البيانات من 260 مشاركاً. شملت التحليلات حساب المتوسطات الحسابية والانحرافات المعيارية لفقرات استبانات الصداقة والمهارات القيادية الشخصية، بالإضافة إلى إجراء اختبارات (t-tests) مستقلة. أشارت النتائج إلى أن مستوى الصداقة العام بين الطلبة كان مرتفعاً، مع وجود فروق ذات دلالة إحصائية لصالح الطالبات والكلديات الإنسانية. وبالمثل تم تقييم المهارات القيادية الشخصية بمستوى مرتفع بشكل عام، مع ملاحظة فروق ذات دلالة إحصائية في بعض العناصر وفي الإجمال لصالح الطالبات والكلديات الإنسانية. علاوة على ذلك، وُجدت علاقة إيجابية قوية ذات دلالة إحصائية بين مستويات الصداقة والمهارات القيادية الشخصية، مما يبرز الترابط بين هذه الأبعاد في سياق الجامعة.

**الكلمات المفتاحية:** الصداقة، المهارات القيادية الشخصية، الطلبة الجامعيين، الجامعة.

#### ABSTRACT

The study aimed to evaluate how undergraduate students perceive their friendship and interpersonal leadership skills at Hashemite University in Jordan. Using a quantitative survey methodology, data were collected from 260 participants. Analysis included calculating mean scores and standard deviations for items on friendship and interpersonal leadership skills questionnaires, as well as conducting independent t-tests. Results indicated a high overall level of friendship among students, with statistically significant differences favoring female students and those in humanities colleges. Similarly, interpersonal leadership skills were rated highly overall, with significant differences observed on specific items and total scores favoring both female students and humanities colleges. Furthermore, a highly significant positive correlation was found between friendship levels and interpersonal leadership skills, underscoring the interconnectedness of these dimensions in the university context.

**Keywords:** friendship, interpersonal leadership skills, undergraduate students, university.

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## Introduction:

Undergraduate students' perceptions of their friendship and interpersonal leadership skills at the university can be an interesting topic to explore. University life provides opportunities for students to develop interpersonal skills, build relationships, and enhance their leadership abilities. Studying with friends can also have benefits, such as building interpersonal skills, increasing learning retention, and making learning more enjoyable (Smith, Brown, Schiltz, Schulz & Grady, 2023). Therefore, exploring undergraduate students' perceptions of their friendship and interpersonal leadership skills at university can provide insights into how university life shapes students' personal and professional development.

The significance of friendship and interpersonal leadership skills extends to both personal and professional realms, offering college graduates a competitive edge in the job market (Ismail & Groccia, 2022). Research underscores the positive impact of these skills on employee job satisfaction, motivation, and commitment (Mikkelsen et al., 2015). Soft skills, which encompass effective communication, collaboration, adaptability, and relationship maintenance, are deemed vital for future workplaces. The group investigation model is effective in enhancing students' interpersonal skills (Ainiyah et al., 2022).

Interpersonal leadership competencies, including communication, active listening, conflict management, and embracing diversity, correlate with organizational responsiveness and overall performance (Harder & Narine, 2019). While earlier studies indicate that undergraduates often view leadership hierarchically, perceptions evolve with experience in leadership or subordinate roles (Gartzia & Baniandr s, 2016). The importance of interpersonal skills for effective leadership tends to increase with experience, enabling individuals to independently evaluate leadership dimensions (Bakar & Ishak, 2018).

Interpersonal competence, specifically in self-disclosure, significantly predicts the quality of same-sex friendships among college students, with various factors such as sex, class status, extraversion, agreeableness, and interpersonal competencies influencing friendship quality (Festa et al., 2012). In college students' peer relationships, initiation competence predicts satisfaction among new acquaintances, whereas emotional support competence impacts friendship satisfaction (Buhrmester et al., 1988). The quality and nature of college students' peer relationships are multifaceted and influenced by various factors, such as the purpose of forming relationships, the environments in which students are embedded, and the routines they form (Smith, Brown, Grady, Sowl & Schulz, 2022). Social leadership skills in elementary school children are linked to positive self-perception, low social anxiety, secure attachment to peers, and stronger relationship-maintenance goals in close friendships (Scharf & Mayseless, 2009).

Perceptions of dual roles in mentoring, friendships, monetary interactions, and romantic-sexual relationships differ among faculty and students, with gender playing a role in these dynamics (Bowman et al., 1995). Cultural factors also influence friendship development, as seen in Japanese students at an Australian university forming intercultural friendships through contact, similarity, self-disclosure, and receptivity (Kudo & Simkin, 2003). International university students prioritize specific leadership qualities and value lectures from renowned leaders (Vavilina et al., 2018).

Positive friendships and university belonging during the college transition lead to improved self-perceptions and reduced problem behaviors. Students' perceptions of their professor's interpersonal values significantly impact their ratings of teaching effectiveness, with gender and prior exposure influencing these correlations (Ashton, 1975). Valuing

affectively oriented communication skills in friends is associated with higher levels of peer acceptance, although gender plays a mediating role (Samter & Burleson, 1990). High functional similarity in interpersonal relationships contributes to greater attraction, particularly among male undergraduates (Neimeyer & Neimeyer, 1981).

Self-enhancement in popularity estimates is stronger for self-versus-friend comparisons than for self-versus-typical other comparisons, proposing that people are more threatened by the success of friends than strangers (Zuckerman & Jost, 2001).

Cognitive complexity influences the perceived importance of communication skills in same-sex relationships, with complex individuals prioritizing affectively oriented skills and noncomplex individuals prioritizing nonaffectively oriented skills (Burleson & Samter, 1990). Perceptions of the learning environment significantly influence university students' academic achievement and satisfaction, with workload and assessment methods influencing study approaches (Lizzio, Wilson, & Simons, 2002). Although extracurricular activities are often considered indicators of interpersonal skills, their use as the sole measure is questioned (Rubin, Bommer, & Baldwin, 2002). The PRODIP program effectively enhances engineering students' interpersonal skills, preparing them for teamwork and professional internships (Lopes et al., 2015).

Given this background, the purpose of this research study was to assess undergraduate students' perceptions of their friendship and interpersonal leadership skills at the university. To conduct this study.

## Research Problem

The study focused on 930 undergraduate students enrolled in elective courses at Hashemite University during the academic year 2023/2024, with 260 participants completing the survey (116 females and 144 males). The research aimed to address a key problem: the limited understanding of the relationship between undergraduate students' friendship levels and their interpersonal leadership skills, especially in light of factors such as gender and college affiliation. This gap is significant, as friendship and interpersonal leadership skills play a crucial role in fostering a supportive university environment, enhancing personal and professional growth, and promoting inclusivity (Ismail & Groccia, 2022; Mikkelsen et al., 2015). Previous studies underscore the importance of interpersonal relationships in enhancing collaboration, adaptability, and leadership qualities essential for both academic success and workplace readiness (Festa et al., 2012; Harder & Narine, 2019). By examining these dynamics, the study sought to provide insights that could guide interventions and strategies to cultivate a positive and inclusive academic and social atmosphere at Hashemite University (Lizzio et al., 2002; Smith et al., 2022).

## Research questions:

This study sought to answer the following research questions:

1. What is the level of friendship among undergraduate students at Hashemite University?
2. Do differences exist in the level of friendship between undergraduate students at Hashemite University based on their sex, and college affiliation?
3. What is the level of interpersonal leadership skills among undergraduate students at Hashemite University?
4. Do differences exist in the interpersonal leadership skills level of undergraduate students at Hashemite University based on their sex, and college affiliation?
5. Are there significant relationships between the level of friendship among undergraduate students and their interpersonal leadership skills level at Hashemite University?

## Significant of the Study:

The investigation into the level of friendship among undergraduate students offers valuable insights into the social dynamics within the university environment, which are critical for fostering a supportive and conducive atmosphere for student interactions. Exploring potential differences in friendship levels based on gender and college affiliation is pivotal for identifying any existing disparities and guiding targeted interventions to enhance inclusivity and cohesion among diverse student groups. Similarly, examining interpersonal leadership skills among undergraduate students deepens our understanding of their personal and professional development, providing insights that can inform educational strategies aimed at cultivating essential leadership qualities. By assessing whether differences in interpersonal leadership skills exist based on gender and college affiliation, this study highlights opportunities to tailor leadership development programs to promote equal growth among all students. Furthermore, investigating the relationship between friendship levels and interpersonal leadership skills provides a holistic view of how social bonds and leadership abilities are interconnected, offering a framework for strategies that enhance both areas simultaneously. In summary, this study holds significance for educational institutions, policymakers, and educators, as its findings can contribute to the development of support structures and initiatives that foster a positive and inclusive university environment, facilitating both personal and leadership growth for undergraduate students at Hashemite University.

## Research Methodology:

### *Research Design:*

This study used a survey to collect data as a quantitative methodology. This quantitative research study surveyed undergraduate students to assess their perceptions of their friendship and interpersonal leadership skills.

### *Population and Sample*

The study targeted 930 undergraduate students enrolled in elective courses at Hashemite University, Jordan, during the academic year 2023/2024. Of these, 260 students participated in the survey, comprising 116 females and 144 males.

### *Instruments*

The survey included 30 items related to the level of friendship that depends on Buote, Pancer, Pratt, Adams, Birnie-Lefcovitch, Polivy, & Wintre (2007), and 15 items related to the level of interpersonal leadership skills (Uaikhanova, Zeinulina, Pshembayev, & Anesova, 2022; Mizintseva, Sardarian, & Petrochenko, 2018) among undergraduates. The survey also gathered demographic information such as sex, and college affiliation to explore any potential correlations with students' perceptions of their skills.

Participants were asked to respond to each item in the questionnaire on a 5-point Likert scale: 1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree. Regarding the cut points, it should be noted that the researcher used the response scale of each item that ranged from 1 to 5 to determine these cut points according to the following manner: 1.00-2.33 = low, 2.34-3.67 = moderate, and 3.68-5.00 = high levels.

The instrument's face validity was given to five education specialists in educational administration, and evaluated. They were requested to examine whether the assertions in the instrument are clear and suitably related to the dimensions. The items of the instrument were revised in response to the opinions of the experts. The reliability depends on Cronbach's alpha which was 0.89 for the friendship instrument, and .88 for interpersonal leadership skills.

### *Data Collection*

During the first semester of academic year 2023/2024, the questionnaire was administered to students during regular class periods with the instructor's permission. The

students received written instructions regarding the purpose of the study and the procedures to be followed in responding to the items. They were assured that there were no right or wrong answers. Upon completion, the students were instructed to return the survey to the class instructor, who then submitted it to the researchers. The questionnaire required approximately 20 min to complete.

#### *Data Analysis Procedures*

Data were analyzed using SPSS, version 23. First, the data were coded. Second, respondents were asked to report their college, academic major and sex, and then they answered the research questions posed in the study. Then we calculated the mean scores for each item on each questionnaire, friendship and interpersonal leadership skills. Next, we conducted a series of independent t-tests to examine if there were significant differences in mean scores among groups on the two questionnaires. All t-tests were conducted at the  $p=0.05$  level of significance.

### **Results:**

#### 1. What is the level of friendship among undergraduate students at Hashemite University?

The results of the study aimed to assess the level of friendship among undergraduate students at HU and provide valuable insights into the dynamics of social relationships within the university community. The findings, as summarized in Table 1, highlight key aspects of students' perceptions of friendship.

**Variation in Friendship Levels:** The participants rated item 1 "helps me when I need it" with a high level of friendship ( $M=4.27$ ,  $SD=.893$ ), indicating a strong willingness among students to provide assistance and support to their peers. This suggests a positive and supportive social environment within the university community. On the other hand, item 27 "shows me how to do things better" received a lower rating with a medium level of friendship ( $M=3.62$ ,  $SD=.953$ ). This may suggest a moderate level of involvement or guidance in helping peers improve in certain areas, potentially indicating room for increased collaboration or mentorship.

**Overall Friendship Level:** The total friendship level, calculated as the mean across all items, was found to be high ( $M=3.94$ ,  $SD=.604$ ). This suggests an overall positive perception of friendship among undergraduate students at HU. The relatively low standard deviation ( $SD=.604$ ) indicates a consensus among participants, further supporting the conclusion of a generally high level of friendship.

Table 1

Means, standard deviation and level of friendship among undergraduate students at Hashemite University

#	Items	Mean	SD	Level
1	helps me when needed	4.27	.893	High
2	would make me feel comfortable in a new situation	3.97	1.039	High
3	is someone I can tell private things to	4.15	.916	High
4	has good ideas about entertaining things to do	3.96	1.001	High
5	would want to stay with my friend if we didn't see each other for a few months	4.14	.874	High
6	makes me feel smart	4.05	.920	High
7	makes me laugh	4.06	.951	High
8	knows when I am upset	4.09	.861	High
9	helps me do things	4.04	.919	High
10	points out things that I am good at	3.93	.917	High
11	would be good to have around if I were frightened	4.05	.875	High

12	I would still want to be my friend even if we had a fight	3.76	.937	High
13	lends me things that I need	3.92	.983	High
14	would make me feel better if I were worried	3.97	.942	High
15	is someone I can tell secrets to	3.92	.927	High
16	would remain my friend even if other people criticized me	4.11	.883	High
17	compliments me when I do something well	3.99	.876	High
18	is exciting to talk to	3.96	.925	High
19	makes me feel special	3.99	.928	High
20	would stay my friend even if other people did not like me	3.84	.928	High
21	knows when something bothers me	3.99	.919	High
22	is exciting to be with	3.93	.887	High
23	would make me feel calmer if I was nervous	3.97	.898	High
24	helps me when I am trying hard to finish something	3.92	.971	High
25	makes me feel that I can do things well	3.73	.890	High
26	would still want to stay with my friend even if we argued	3.67	.828	Moderate
27	shows me how to do things better	3.62	.953	Moderate
28	is fun to sit and talk with	3.76	.904	High
29	is easy to talk to about private things	3.72	.936	High
30	makes me feel better when I am upset	3.75	.906	High
Total		3.94	.604	High

## 2. Do differences exist in the level of friendship between undergraduate students at Hashemite University based on their sex, and college affiliation?

### Sex:

This question investigated if there were any differences by sex regarding exhibiting the level of friendship. According to the results of a t-test, a significant difference ( $p=0.05$ ) was found on items (1, 4, 6, 7, 9, 10, 12, 13, 15, 20, 21, 23, and 30) in addition to total in favor for female students.

Table 2

t-test, mean, standard deviation of the level of friendship of undergraduate students at Hashemite University based on their sex

#	Items	Sex	M	SD	t	df	p
1	helps me when needed	M	4.15	.903	-2.283	258	.023*
		F	4.41	.865			
2	would make me feel comfortable in a new situation	M	3.90	1.076	-1.270	258	.205
		F	4.06	.989			
3	is someone I can tell private things to	M	4.14	.898	-.218	258	.828
		F	4.16	.941			
4	has good ideas about entertaining things to do	M	3.81	1.031	-2.707	258	.007*
		F	4.15	.935			
5	would want to stay with my friend if we didn't see each other for a few months	M	4.10	.842	-.784	258	.434
		F	4.19	.913			
6	makes me feel smart	M	3.89	.932	-3.121	258	.002*
		F	4.24	.871			
7	makes me laugh	M	3.94	1.016	-2.155	258	.032*
		F	4.20	.847			
8	knows when I am upset	M	4.00	.924	-1.937	258	.054
		F	4.21	.763			
9	helps me do things	M	3.92	.972	-2.482	258	.014*

		F	4.20	.826			
10	points out things that I am good at	M	3.80	.958	-2.696	258	.007*
		F	4.10	.838			
11	would be good to have around if I were frightened	M	3.98	.873	-1.457	258	.146
		F	4.14	.874			
12	I would still want to be my friend even if we had a fight	M	3.65	.971	-2.236	258	.026*
		F	3.91	.875			
13	lends me things that I need	M	3.79	1.030	-2.280	258	.023*
		F	4.07	.901			
14	would make me feel better if I were worried	M	3.91	.945	-1.136	258	.257
		F	4.04	.936			
15	is someone I can tell secrets to	M	3.78	.969	-2.715	258	.007*
		F	4.09	.844			
16	would remain stay my friend even if other people criticized me	M	4.06	.944	-1.140	258	.255
		F	4.18	.798			
17	compliments me when I do something well	M	4.01	.889	.378	258	.706
		F	3.97	.864			
18	is exciting to talk to	M	3.96	.981	-.062	258	.951
		F	3.97	.854			
19	makes me feel special	M	3.99	.950	.089	258	.929
		F	3.98	.904			
20	would stay my friend even if other people did not like me	M	3.69	.991	-2.824	258	.005*
		F	4.02	.813			
21	knows when something bothers me	M	3.88	.889	-2.095	258	.037*
		F	4.12	.943			
22	is exciting to be with	M	3.85	.903	-1.620	258	.106
		F	4.03	.859			
23	would make me feel calmer if I was nervous	M	3.84	.929	-2.530	258	.012*
		F	4.12	.836			
24	helps me when I am trying hard to finish something	M	3.85	1.020	-1.263	258	.208
		F	4.00	.904			
25	makes me feel that I can do things well	M	3.78	.896	.949	258	.344
		F	3.67	.882			
26	would still want to stay with my friend even if we argued	M	3.61	.862	-1.263	258	.208
		F	3.74	.782			
27	shows me how to do things better	M	3.53	1.010	-1.598	258	.111
		F	3.72	.871			
28	is fun to sit and talk with	M	3.75	.942	-.153	258	.879
		F	3.77	.858			
29	is easy to talk to about private things	M	3.67	1.009	-.801	258	.424
		F	3.77	.838			
30	makes me feel better when I am upset	M	3.62	.953	-2.646	258	.009*
		F	3.91	.819			
Total		M	3.86	.64713	-2.348	258	.020*
		F	4.04	.53401			

M=Male, F=Female

### College:

The question inquired whether any distinction by college existed in the level of friendship of the participants. A t-test was conducted on every item, and the results are provided in Table 3. a significant difference ( $p=0.05$ ) was found on items (5, 9, 10, 13, 14, 15, 20, 22, 23) and total in favor for the humanities colleges.

Table 3

t-test, mean, standard deviation of the level of friendship among undergraduate students at Hashemite University based on their college

#	Items	College	M	SD	t	df	p
1	helps me when needed	H	4.34	.794	1.065	258	.288
		S	4.22	.949			

2	would make me feel comfortable in a new situation	H	4.09	.944	1.485	258	.139
		S	3.89	1.091			
3	is someone I can tell private things to	H	4.28	.805	1.818	258	.070
		S	4.07	.972			
4	has good ideas about entertaining things to do	H	4.03	1.010	.871	258	.384
		S	3.92	.997			
5	would want to stay with my friend if we didn't see each other for a few months	H	4.36	.835	3.233	258	.001*
		S	4.01	.872			
6	makes me feel smart	H	4.14	.995	1.301	258	.194
		S	3.99	.869			
7	makes me laugh	H	4.19	.940	1.781	258	.076
		S	3.98	.951			
8	knows when I am upset	H	4.14	.829	.706	258	.481
		S	4.06	.881			
9	helps me do things	H	4.21	.902	2.347	258	.020*
		S	3.94	.916			
10	points out things that I am good at	H	4.08	.939	2.033	258	.043*
		S	3.84	.894			
11	would be good to have around if I were frightened	H	4.18	.857	1.903	258	.058
		S	3.97	.879			
12	I would still want to be my friend even if we had a fight	H	3.89	.886	1.755	258	.080
		S	3.68	.961			
13	lends me things that I need	H	4.11	.952	2.551	258	.011*
		S	3.79	.985			
14	would make me feel better if I were worried	H	4.13	.917	2.192	258	.029*
		S	3.87	.946			
15	is someone I can tell secrets to	H	4.07	.782	2.033	258	.043*
		S	3.83	.998			
16	would remain stay my friend even if other people criticized me	H	4.14	.865	.410	258	.682
		S	4.09	.896			
17	compliments me when I do something well	H	4.11	.827	1.775	258	.077
		S	3.91	.900			
18	is exciting to talk to	H	3.96	.887	-.021	258	.983
		S	3.96	.951			
19	makes me feel special	H	4.07	.856	1.121	258	.263
		S	3.94	.969			
20	would stay my friend even if other people did not like me	H	4.01	.893	2.377	258	.018*
		S	3.73	.936			
21	knows when something bothers me	H	4.12	.879	1.832	258	.068
		S	3.91	.937			
22	is exciting to be with	H	4.10	.835	2.514	258	.013*
		S	3.82	.903			
23	would make me feel calmer if I was nervous	H	4.14	.739	2.505	258	.013*
		S	3.86	.970			
24	helps me when I am trying hard to finish something	H	4.06	.930	1.908	258	.057
		S	3.83	.988			
25	makes me feel that I can do things well	H	3.76	.878	.418	258	.676
		S	3.71	.900			
26	would still want to stay with my friend even if we argued	H	3.70	.759	.473	258	.637
		S	3.65	.870			
27	shows me how to do things better	H	3.70	.927	1.081	258	.281
		S	3.57	.969			
28	is fun to sit and talk with	H	3.82	.925	.878	258	.381
		S	3.72	.891			
29	is easy to talk to about private things	H	3.74	.949	.335	258	.738
		S	3.70	.930			
30	makes me feel better when I am upset	H	3.87	.825	1.694	258	.091
		S	3.68	.949			
Total		H	4.05	.556	2.361	258	.019*
		S	3.87	.624			

*H=Humanities, S=Scientific*

### 3. What is the level of interpersonal leadership skills among undergraduate students at Hashemite University?

The results of the study focused on assessing the interpersonal leadership skills of undergraduate students at HU, as shown in Table 4.

**Variation in Interpersonal Leadership Skills:** The participants rated item 11 "*At my college students and faculty members work together to create lessons*" with a high level of interpersonal leadership skills ( $M=4.05$ ,  $SD=.853$ ). This suggests a positive perception of collaboration and teamwork between students and faculty members in the creation of lessons. High scores in this area indicate a strong sense of shared responsibility and engagement in the learning process. On the other hand, item 7 "*Groups at my college only make decisions when every group member can live with it*" received a slightly lower rating with a still respectable level of interpersonal leadership skills ( $M=3.77$ ,  $SD=.990$ ). This suggests that while there is a tendency toward inclusive decision-making within groups, there might be room for improvement in ensuring unanimous agreement among group members.

**Overall Interpersonal Leadership Skills:** The total interpersonal leadership skills, calculated as the mean across all items, were found to be high ( $M=3.94$ ,  $SD=.604$ ). This indicates an overall positive perception of interpersonal leadership skills among undergraduate students at HU. The relatively low standard deviation ( $SD=.604$ ) suggests a consensus among participants, reinforcing the conclusion of a generally high level of interpersonal leadership skills.

The high rating for item 11 indicates a strong collaborative spirit between students and faculty in the creation of lessons. This finding is noteworthy as it reflects a positive and inclusive learning environment, fostering a sense of shared responsibility for the educational process. The slightly lower rating for item 7 suggests that decision-making within groups at the college may not always achieve complete unanimity. This provides an opportunity for the university to explore strategies that promote more inclusive decision-making processes and ensure that the perspectives of all group members are fully considered.

Table 4

Means, standard deviation and levels of interpersonal leadership skills among undergraduate students at Hashemite University

#	Items	Mean	SD	Level
1	I often work with others to gather information about important college issues	3.92	.929	High
2	Groups at my college talk about how much progress they have made	3.87	.918	High
3	If I think a college policy is unfair, I work with others to try to fix	3.99	1.000	High
4	In group discussions, I observe both students and faculty members respectfully listening to critical feedback	3.95	.899	High
5	At college, when there is a conflict, we work through it respectfully	3.91	.969	High
6	In college, I learn from people who think differently than I do	3.83	.966	High
7	Groups at my college only make decisions when every group member can live with it	3.77	.990	High
8	Groups at my college respect the voices of all members	3.89	.928	High
9	At my college, both faculty members and students take time to build relationship with me	4.00	.953	High
10	At my college, I am able to work with faculty members to accomplish common goals	3.97	.929	High
11	At my college, students and faculty members work together to create lessons	4.05	.853	High
12	If a college leader disagrees with my idea, we listen to and learn from each other	3.91	.851	High

13	I usually feel supported by both students and faculty members at my college	3.84	.939	High
14	At my college, students and faculty members give more praise than criticism	3.79	1.086	High
15	At college, students and faculty members often celebrate their accomplishments	3.82	1.000	High
Total		3.90	.704	High

#### 4. Do differences exist in the interpersonal leadership skills level of undergraduate students at Hashemite University based on their sex, and college affiliation?

##### *Sex:*

This question investigated whether there were any differences by sex regarding exhibiting the level of interpersonal leadership skills. According to the results of a t-test, a significant difference ( $p=0.05$ ) was found on items (8, 9, 10, 11, 12, 13, 14, and 15) and total in favor of females.

Table 5

t-test, mean and standard deviation of interpersonal leadership skills among undergraduate students at the Hashemite University based on their sex

#	Items	Sex	Mean	SD	t	df	p
1	I often work with others to gather information about important college issues	M	3.89	.932	-.586	258	.558
		F	3.96	.927			
2	Groups at my college talk about how much progress they have made	M	3.82	.944	-.899	258	.370
		F	3.92	.886			
3	If I think a college policy is unfair, I work with others to try to fix	M	3.91	1.037	-1.417	258	.158
		F	4.09	.947			
4	In group discussions, I observe both students and faculty members respectfully listening to critical feedback	M	3.86	.913	-1.706	258	.089
		F	4.05	.873			
5	At college, when there is a conflict, we work through it respectfully	M	3.85	.934	-1.194	258	.234
		F	3.99	1.009			
6	In college, I learn from people who think differently than I do	M	3.77	1.022	-1.187	258	.236
		F	3.91	.890			
7	Groups at my college only make decisions when every group member can live with it	M	3.70	1.011	-1.303	258	.194
		F	3.86	.959			
8	Groups at my college respect the voices of all members	M	3.76	.975	-2.512	258	.013*
		F	4.05	.843			
9	At my college, both faculty members and students take time to build relationship with me	M	3.88	.986	-2.169	258	.031*
		F	4.14	.893			
10	At my college, I am able to work with faculty members to accomplish common goals	M	3.85	.975	-2.241	258	.026*
		F	4.11	.852			
11	At my college, students and faculty members work together to create lessons	M	3.90	.872	-3.155	258	.002*
		F	4.23	.795			
12	If a college leader disagrees with my idea, we listen to and learn from each other	M	3.81	.861	-2.020	258	.044*
		F	4.03	.828			
13	I usually feel supported by both students and faculty members at my college	M	3.65	.948	-3.713	258	.000*
		F	4.08	.876			
14	At my college, students and faculty members give more praise than criticism	M	3.62	1.177	-2.858	258	.005*
		F	4.00	.923			
15	At college, students and faculty members often celebrate their accomplishments	M	3.68	1.008	-2.445	258	.015*
		F	3.98	.969			
Total		M	3.79	.731	-2.640	258	.009*
		F	4.02	.649			

##### *College:*

The question inquired whether any distinction by college existed in the level of interpersonal leadership skills of the participants. A t-test was conducted on every item, and

the results are presented in Table 6. According to the results of a t-test, a significant difference ( $p=0.05$ ) was found on items (5, 8, 10, 14, and 15) and total in favor of the Humanities college.

Table 6

t-test, mean and standard deviation of interpersonal leadership skills among undergraduate students at the Hashemite University based on their college

#	Items	College	M	SD	t	df	p
1	I often work with others to gather information about important college issues	H S	4.00 3.87	.943 .919	1.109	258	.268
2	Groups at my college talk about how much progress they have made	H S	3.97 3.80	.915 .917	1.456	258	.147
3	If I think a college policy is unfair, I work with others to try to fix	H S	4.13 3.90	.895 1.053	1.812	258	.071
4	In group discussions, I observe both students and faculty members respectfully listening to critical feedback	H S	4.01 3.91	.904 .896	.905	258	.366
5	At college, when there is a conflict, we work through it respectfully	H S	4.09 3.80	.954 .963	2.370	258	.019*
6	In college, I learn from people who think differently than I do	H S	3.92 3.78	.950 .976	1.127	258	.261
7	Groups at my college only make decisions when every group member can live with it	H S	3.87 3.71	1.022 .967	1.250	258	.212
8	Groups at my college respect the voices of all members	H S	4.07 3.78	.879 .943	2.465	258	.014*
9	At my college, both faculty members and students take time to build relationship with me	H S	4.10 3.93	.916 .972	1.392	258	.165
10	At my college, I am able to work with faculty members to accomplish common goals	H S	4.13 3.87	.928 .919	2.222	258	.027*
11	At my college, students and faculty members work together to create lessons	H S	4.18 3.97	.770 .893	1.954	258	.052
12	If a college leader disagrees with my idea, we listen to and learn from each other	H S	4.02 3.84	.804 .875	1.687	258	.093
13	I usually feel supported by both students and faculty members at my college	H S	3.98 3.76	.791 1.014	1.878	258	.062
14	At my college, students and faculty members give more praise than criticism	H S	3.96 3.68	.994 1.129	2.026	258	.044*
15	At college, students and faculty members often celebrate their accomplishments	H S	3.99 3.71	1.040 .962	2.243	258	.026*
Total		H S	4.03 3.82	.675 .711	2.336	258	.020*

5. Are there significant relationships between the level of friendship among undergraduate students and their interpersonal leadership skills level at Hashemite University?

To answer this question, the Person correlation coefficient between the level of friendship among undergraduate students and their interpersonal leadership skills level was used. The results suggest a highly significant positive correlation ( $r=0.850$ ) between the level of friendship among undergraduate students and their interpersonal leadership skills at Hashemite University. This finding implies that as the level of friendship among students' increases, there is a corresponding increase in their perceived interpersonal leadership skills.

A positive correlation of 0.850 indicates a strong and direct relationship between the two variables. In this context, as the level of friendship among students' increases, there is a notable elevation in their interpersonal leadership skills. This positive association implies that students who report higher levels of friendship are also likely to perceive themselves as having stronger interpersonal leadership skills.

The strong positive correlation aligns with existing literature that often highlights the role of positive social relationships in the development of leadership skills. The findings suggest that the supportive and collaborative nature of friendships among undergraduate students at Hashemite University contributes positively to the enhancement of their interpersonal leadership abilities.

While the positive correlation is noteworthy, correlation does not imply causation. It is crucial to recognize that other factors, both internal and external, may influence both friendship levels and interpersonal leadership skills. The use of self-reported measures for both friendship and leadership skills introduces the possibility of response bias. Future research could benefit from a combination of quantitative and qualitative methods to provide a more comprehensive understanding of the relationship.

In conclusion, the significant positive correlation between the level of friendship and interpersonal leadership skills among undergraduate students at Hashemite University highlights the interconnected nature of social relationships and leadership development. These findings open avenues for educational institutions to consider the cultivating of positive social environments as a means to indirectly enhance students' interpersonal leadership skills.

### Discussion:

The high level of friendship, especially in terms of providing assistance when needed, reflects a supportive social network among students. This is critical for creating a good and inclusive campus atmosphere that promotes students' general well-being and academic achievement. The medium level of friendship in terms of demonstrating how to do things better may indicate an opportunity for the university to investigate efforts that encourage more active engagement in mentorship or collaborative learning, thereby improving students' overall learning experience. Students at HU value and actively participate in collaborative efforts with instructors, as shown by the high rating for collaborative work on creating lessons.

This reflects a favorable educational climate that encourages teamwork and collaborative efforts in the learning process. The moderate rating for group decision-making suggests that chances exist to improve and encourage inclusive decision-making procedures within student groups. Investigating techniques to guarantee that all group members are happy with their decisions could help to create a more equitable and participatory learning environment.

Question 1: Level of friendship among undergraduate students: The study revealed a high level of friendship among undergraduate students at Hashemite University ( $M = 3.94$ ,  $SD = .604$ ). This finding aligns with Pittman and Richmond (2008), who emphasized the role of strong social connections in facilitating psychological adjustment during college transitions. High friendship levels, such as assisting peers and sharing private matters, suggest a supportive environment that fosters mutual trust and cooperation. The results resonate with Buhrmester et al. (1988), highlighting that interpersonal competencies like emotional support and shared experiences significantly impact friendship quality. In the Jordanian context, this high level of friendship may also reflect cultural values that prioritize community and social bonds.

Question 2: Differences in friendship based on gender and college affiliation: The study identified significant differences in friendship levels, with females reporting higher scores ( $M = 4.04$ ) compared to males ( $M = 3.86$ ). This aligns with research by Festa et al. (2012), indicating that women are more likely to engage in emotional support and self-disclosure, which enhances the quality of friendships. Additionally, students from humanities colleges reported higher friendship levels than those in scientific disciplines, potentially reflecting the collaborative and discussion-oriented nature of humanities education, which fosters deeper interpersonal connections (Smith et al., 2022).

Question 3: Level of interpersonal leadership skills: The findings demonstrated a high overall level of interpersonal leadership skills ( $M = 3.90$ ,  $SD = .704$ ). Key aspects such as collaborative lesson creation between students and faculty ( $M = 4.05$ ) underscore the role of teamwork in leadership development. Harder and Narine (2019) noted that competencies like communication and conflict resolution are vital for leadership. This observation supports the notion that students perceive their leadership roles as interconnected with their ability to collaborate effectively within the academic setting.

Question 4: Differences in interpersonal leadership skills based on gender and college affiliation: Females reported higher levels of interpersonal leadership skills compared to males, particularly in areas like collaboration and shared goals. This aligns with research by Samter and Burleson (1990), which noted that women often excel in affectively oriented communication, a critical component of leadership. Humanities students also scored higher than their counterparts in scientific colleges, which may reflect the emphasis on critical thinking, discussion, and diverse perspectives inherent in humanities education. These findings suggest a need for tailored interventions to balance leadership development opportunities across disciplines and genders.

Question 5: Relationship between friendship and leadership skills: The study identified a significant positive correlation ( $r = 0.850$ ) between friendship levels and interpersonal leadership skills, indicating that stronger friendships enhance leadership abilities. This result echoes Mikkelsen et al. (2015), who found that effective communication and collaborative relationships contribute to stronger leadership behaviors. In the context of Hashemite University, this finding underscores the importance of cultivating friendships as a foundation for leadership development. Cultural norms that value collective well-being and mutual support likely amplify this relationship in Jordanian society.

The findings of the study not only highlight the strong interconnection between friendship and interpersonal leadership skills but also emphasize the impact of gender and academic discipline on these dynamics. The results align with existing literature while offering a culturally contextualized understanding of how undergraduate students at Hashemite University navigate social and leadership roles. These insights provide a basis for targeted initiatives to promote inclusivity and cohesion within the university environment.

## Recommendations:

While the current study offers valuable insights, future research could delve into the various factors shaping friendship dynamics, encompassing cultural, academic, and extracurricular dimensions. A comprehensive understanding of these factors may pave the way for targeted interventions aimed at bolstering social connections among students. Moreover, employing qualitative research methods, such as interviews or focus groups, could yield a richer comprehension of students' experiences and perceptions of friendship, capturing nuanced insights beyond the scope of quantitative data alone.

**For University Administrators:** Implement targeted workshops and programs to foster mentorship and collaborative learning among students, addressing the moderate levels of mentorship-related friendship aspects.

**For Faculty Members:** Promote inclusive classroom activities, especially in humanities courses, to capitalize on the higher reported friendship levels and interpersonal leadership skills in these disciplines.

**For Student Affairs Departments:** Develop gender-sensitive leadership training programs to address the observed differences in interpersonal leadership skills between male and female students.

**For Policy Makers in Higher Education:** Introduce extracurricular initiatives that encourage cross-disciplinary interactions, helping students in scientific disciplines engage in collaborative and socially enriching activities similar to those in humanities.

**For Researchers:** Conduct longitudinal studies to explore how friendship dynamics evolve over time and their impact on interpersonal leadership skills, providing insights for sustainable interventions.

Further research could delve into the mechanisms through which friendships contribute to the development of interpersonal leadership skills. Understanding the specific influential aspects of friendship can guide targeted interventions. Longitudinal studies may be conducted to assess how changes in friendship dynamics correspond to changes in interpersonal leadership skills over time, providing a more nuanced perspective on the relationship.

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