

Elements of Leadership Qualities and Their Formation in Different Age Periods

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Abstract. *This article analyzes the main elements of leadership qualities and how they are formed in different age periods. Our aim is to identify the factors influencing the development of leadership and to explain how they evolve depending on age. Throughout our research, it becomes evident that leadership has also been prominently featured in historical works. Exploring and understanding such works is important not only for developing leadership abilities but also for advancing society further.*

Key words: *Leader, types of leaders, characteristics of leadership, developing a person's leadership potential, childhood, adolescence.*

INTRODUCTION

Leadership – is one of the most significant phenomena in society, defined as an individual's ability to influence others. This ability includes guiding others, making decisions, and leading a group towards a goal. However, it is incorrect to consider leadership as a skill tied to a specific age or life stage. In reality, leadership qualities develop and evolve throughout life at different stages [1].

The emergence of leadership has been a fundamental social phenomenon since the beginning of human history. In early human societies, leadership developed as a natural and social necessity. For survival and societal progress, a person within the group needed to provide direction, make decisions, and distribute resources. As a result, leaders emerged naturally, often those with strong physical and intellectual abilities who demonstrated superiority in meeting group needs.

Social structures also played a crucial role in the emergence of leadership. Humans formed groups for survival and cooperation, leading to the natural selection of individuals into leadership roles. These individuals, often highly trusted and respected, played key roles within their groups. As civilization and culture progressed, the concept of leadership became more complex. In ancient civilizations such as Egypt, Greece, and Rome, leadership was perceived as part of social stratification, often linked to birthright, family background, or physical strength [2].

From a psychological perspective, leadership is connected to individual traits such as confidence, charisma, empathy, and communication skills. Some individuals are born with strong leadership qualities, while others develop these abilities over time through experience and education.

Modern theories of leadership define it as a process shaped by circumstances rather than an inherent trait. The development of leadership begins from birth, continues through early childhood experiences, emerges during adolescence with self-expression and independent thinking, and matures through experience in adulthood. Different elements of leadership emerge and develop at each stage [3].

The formation of leadership traits during childhood depends not only on personal attributes but also on social environments, family conditions, educational systems, and life experiences. Leadership is one of the most important and influential phenomena in human history, playing a significant role in social, political, economic, and cultural spheres. It is regarded as a key factor for achieving success, enabling individuals to guide others, unite teams, solve problems, and pursue meaningful goals.

Leadership is not limited to innate abilities but is a quality that develops throughout life. Its development process is closely tied to age and follows a unique growth pattern. From the earliest days of life, a child has the potential to cultivate leadership abilities. Early social experiences, family influence, educational opportunities, and personal experiences play a crucial role in shaping leadership traits [4].

LITERATURE REVIEW AND METHODOLOGY

Various theories exist regarding the formation of leadership abilities, with scholars offering diverse perspectives. Renowned figures such as Robert Lord, J. Chris Turner, Kurt Lewin, Daniel Goleman, Gary Yukl, and Bernard Bass have contributed significant works and approaches to this field.

Robert Lord and J. Chris Turner – Transformational Leadership Theory: This theory highlights leaders' ability to inspire and motivate followers to achieve higher goals. According to them, transformational leaders help followers set objectives, build self-confidence, and express ideas openly in any circumstance [5].

Kurt Lewin – Leadership Styles Theory: Lewin identified three primary leadership styles: Authoritarian, Democratic, and Laissez-faire (Liberal).

Authoritarian: The leader independently makes decisions and expects strict compliance from followers.

Democratic: The leader consults with followers and considers their opinions before decision-making.

Liberal: The leader grants significant autonomy, allowing followers to make their own decisions. According to Lewin, the most effective leadership style varies depending on the situation. Authoritarian leadership may be necessary in some contexts, while democratic or liberal styles could be more effective in others [6].

Daniel Goleman – Emotional Intelligence Leadership Theory: Goleman emphasizes the importance of emotional intelligence in leadership, particularly understanding, managing, and utilizing emotions effectively. He analyzed how emotional intelligence develops during childhood and adolescence and how these traits influence leadership abilities.

Bernard Bass – Transformational and Transactional Leadership Theory: Bass categorizes leadership into two types:

Transformational Leadership: Focuses on inspiring followers and encouraging them to pursue high goals [7].

Transactional Leadership: Concentrates on achieving objectives by assigning tasks and rewarding or punishing behavior based on performance. Bass asserts that the most effective leaders combine both transformational and transactional qualities.

Jean Piaget – Cognitive Development Theory: Piaget studied children's intellectual development through various stages, identifying key factors shaping their abilities. His findings help understand how leadership traits emerge during different age periods.

Erik Erikson – Psychosocial Development Theory: Erikson explored how individuals' personal traits, such as self-confidence and identity, evolve through crises encountered at different life stages from childhood to old age.

James MacGregor Burns – Transformational Leadership Theory: Although Burns did not specifically study age-based leadership traits, he analyzed how values and ideals formed during youth contribute to transformational leadership.

These theories collectively illustrate how leadership characteristics develop through life stages, influenced by psychological growth, social environments, and experiences. The table below (I-jadval) summarizes the key contributions from these scholars and their impact on understanding age-based leadership traits.

SCHOLARS	THEORY / RESEARCH	AGE STAGES	MAIN LEADERSHIP TRAIT**
Jean Piaget	Cognitive Development Theory	Sensorimotor (0-2 years), Preoperational (2-7 years), Concrete Operational (7-11 years), Formal Operational (11 years and above)	Cognitive Development
Erik Erikson	Psychosocial Development Theory	0-18 months, 2-3 years, 3-5 years, 6-11 years, 12-18 years	Self-confidence and Identity
James MacGregor Burns	Transformational Leadership Theory	Values and ideals formed during youth	Transformational Impact
Daniel Goleman	Emotional Intelligence Theory	Childhood, Adolescence, Adulthood	Emotional Intelligence
Kurt Lewin	Leadership Styles Theory	Children and Adolescents	Leadership Style (Authoritarian, Democratic, Laissez-faire)
Carol Gilligan	Gender and Psychosocial Development Theory	From youth to old age	Empathy and Care

I. Table: Analysis of the Works and Theories of European Scholars on Leadership

The above information illustrates that the concepts of leadership and governance have played a significant role in human societal development. The progress of societies, the stability of states, and their success on the global stage have often been closely tied to individuals with strong leadership abilities. Both European and Asian scholars and philosophers have developed invaluable theories and approaches to leadership, and their works remain relevant today.

Prominent thinkers such as Confucius, Sun Tzu, Chanakya, Plato, and Aristotle deeply studied the ethical, strategic, and political aspects of leadership. They formulated principles essential for the successful governance of societies. These philosophers viewed leadership not only as a position of power but also as a commitment to justice and moral values, prioritizing the welfare of the people [8].

Additionally, scholars and statesmen such as Al-Farabi and Amir Temur analyzed the role of personal virtues in leadership alongside their importance in state governance. They emphasized how leadership qualities influence the social and economic development of societies and identified the essential traits and principles leaders must possess.

Asian scholars' approaches to leadership have had a profound impact on leadership theories not only in the East but globally. Their works remain fundamental references for modern leadership research.

The following table (II. Table) will analyze the contributions of Renaissance-era scholars to leadership and governance and examine how their theories have influenced modern leadership concepts.

Age Stage	Farabi – “The Virtuous City”	Plato – “The Republic”	Aristotle – “Politics ”	Nizom al- Mulk – “Siyasatnam a”	Amir Temur – “Temurnama”
Childhood (0-7 years)	Moral education	Learning through play, fundamenta l moral values	Moral and physical education	Moral and religious education	Moral, religious, and physical education
Early Childhood (7-14 years)	Physical and moral education	Music and sports, fundamenta l knowledge	Basic knowledg e, art, and sports	Basic knowledge, physical education	Military training, physical and religious education
Adolescenc e (14-20 years)	Knowledge, logical thinking	Sciences, logic, mathematic s	Logical and scientific discipline s	Sciences, arts, and crafts	Military leadership, political knowledge, logical reasoning
Young Adulthood (20-30 years)	Philosophy, art, justice	Sciences, logic, philosophy	Philosophy, politics, law	Philosophy, politics, state governance	Military strategy, state governance, justice
Maturity (30 years and above)	Experience, wisdom, responsibilit y, compassion	Philosophy, dialectics	Experien ce, practice	Experience, practice, justice	Experience, justice, protection of public interests, compassion
Advanced Maturity (40 years and above)	Strategic thinking, decision- making, justice	Practice, experience, state governance	Practice, experien ce	Practice, experience, justice	Experience, strategic decision- making, justice, state governance

Table II: Analysis of Leadership Traits by Age According to Farabi, Plato, Aristotle, Nizom al-Mulk, and Amir Temur

DISCUSSION AND RESULTS

The above analysis shows significant differences in the approaches of European and Asian scholars towards leadership. These differences are mainly related to various cultural, social, and historical contexts, reflecting attention to different aspects of leadership [9].

Jean Piaget and Erik Erikson, European scholars, connected the development of leadership to the stages of human psychological development. According to Piaget's cognitive development theory, leadership abilities develop alongside a person's intellectual growth. Meanwhile, Erikson's psychosocial development theory emphasizes that leadership qualities, such as self-confidence and self-awareness, form from childhood through various life stages. These approaches view leadership as related to individual development and play an essential role in understanding how leadership abilities develop throughout life.

James MacGregor Burns and Daniel Goleman, modern scholars, focused on different aspects of leadership. Burns' transformational leadership theory suggests that leadership develops based on values and ideals formed in youth and has a transformational impact. On the other hand, Goleman highlights the role of emotional intelligence in leadership, stating that a leader's ability to manage their emotions and understand others' emotions is a key factor in effective leadership.

Kurt Lewin and Carol Gilligan studied leadership from social and gender contexts. Lewin's leadership styles theory defines authoritarian, democratic, and laissez-faire leadership styles, indicating their importance for children and adolescents. Gilligan, on the other hand, emphasized empathy and care as leadership qualities within the context of gender and psychosocial development, analyzing gender differences in leadership [10].

The approaches of these scholars contrast with the ethics, collectivism, and community-oriented leadership ideas of Asian philosophers. The European perspectives are more focused on individual development, psychological processes, and social styles, highlighting the multifaceted nature of leadership. This comparison suggests that successful leadership requires integrating various approaches and qualities.

Overall, integrating European and Asian leadership theories enhances modern leaders' ability to lead effectively across different cultures and contexts. These approaches contribute to a deeper understanding of universal leadership principles and define the qualities and styles necessary for successful leadership in diverse social and cultural contexts [11].

Comparison of Scholars' Ideas:

Piaget and Al-Farabi: Piaget's stages of cognitive development align with Al-Farabi's ideas on developing moral and intellectual abilities according to age, as both emphasize age-based development [12].

Erikson and Nizam al-Mulk: Erikson's psychosocial theory, which highlights self-confidence and self-awareness through life stages, corresponds with Nizam al-Mulk's ideas on developing leadership qualities based on age.

Burns and Goleman: Burns' transformational leadership and Goleman's emotional intelligence theories highlight transformational influence and emotional intelligence as essential leadership qualities, showing their conceptual alignment.

Lewin and Al-Farabi: Lewin's leadership styles and Al-Farabi's ideas on just governance both emphasize collaboration and fairness in leadership [13].

Gilligan and Confucius: Gilligan's emphasis on empathy and care aligns with Confucius' ethical leadership principles, as both focus on human values in leadership.

CONCLUSION AND RECOMMENDATIONS

The article thoroughly analyzes the formation and development process of leadership traits, emphasizing their connection with different age stages. The research results demonstrate how psychological, social, and cognitive factors play a crucial role in developing leadership abilities across various stages of life. It was found that family, educational institutions, and society have a significant impact on fostering age-appropriate leadership qualities [14].

Additionally, the theoretical approaches of Asian and European scholars provide insights into different forms of leadership, helping to understand its development in relation to personal social and moral values. The works of scholars such as Farabi, Plato, Erikson, and Goleman highlight the uniqueness of leadership abilities at different ages. From childhood to adulthood, the evolution of leadership traits—such as empathy, communication skills, and responsibility—shows how these attributes are formed as distinct qualities at each stage of life.

Modern leadership theories, including transformational, transactional, and emotional intelligence approaches, offer new methods and principles for developing leadership abilities. Age-appropriate leadership development strategies contribute not only to individual achievements but also to the advancement of society. Therefore, it is essential to emphasize that guiding leadership development according to age stages plays a crucial role in nurturing successful individuals [15].

The approaches presented in this article lay a theoretical and practical foundation for forming recommendations on the development of leadership skills.

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