

**THE INFLUENCE OF EMOTIONAL INTELLIGENCE ON THE ACADEMIC AND SOCIAL ACTIVITY OF  
STUDENT LEADERS**

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**Abstract**

This article examines the influence of emotional intelligence on the academic and social activity of student leaders from a socio-psychological perspective. In the modern higher education system, it has been scientifically substantiated that students' leadership abilities, academic achievement, and social activity are closely associated with their level of emotional competence. The study highlights the impact of emotional intelligence through empathy, emotional stability, self-regulation, motivation, and communication skills on the academic effectiveness and social relationships of student leaders. Furthermore, conclusions are drawn regarding the positive influence of emotional intelligence on students' sociometric status within groups, initiative, and social adaptation.

**Keywords:** Emotional intelligence, student leaders, academic activity, social activity, emotional stability, motivation, empathy, communicative competence.

**INTRODUCTION**

In the current era of globalization and digitalization, society increasingly requires individuals who possess high intellectual, social, and emotional competence in all spheres of life. In particular, higher education institutions are now faced with the important task of developing students' leadership abilities and increasing their academic and social activity.

In recent years, interest in emotional intelligence within psychology and pedagogy has significantly increased. Psychologists evaluate emotional intelligence as an important factor determining not only personal success, but also leadership potential and social effectiveness.

Peter Salovey and John D. Mayer defined emotional intelligence as an individual's ability to understand, manage, and effectively use emotions [1]. Later, Daniel Goleman identified emotional intelligence as an important predictor of leadership and professional success [2].

Research demonstrates that students with high emotional intelligence:

- actively participate in the educational process;
- cope with academic stress more effectively;
- possess higher authority within groups;
- participate more effectively in social relationships [3].

From this perspective, studying the influence of emotional intelligence on the academic and social activity of student leaders has important scientific and practical significance.

## **THEORETICAL FOUNDATIONS**

**The Psychological Essence of Emotional Intelligence.** Emotional intelligence is the ability of an individual to understand and manage their own emotions as well as to comprehend the emotions of others.

According to Daniel Goleman's model, emotional intelligence consists of the following components:

1. Self-awareness;
2. Self-regulation;
3. Motivation;
4. Empathy;
5. Social skills [2].

These components directly influence:

- academic achievement;
- leadership ability;
- interpersonal relationships within groups;
- resistance to stress [4].

### **Psychological Characteristics of Student Leaders**

Student leaders are individuals who demonstrate high levels of activity within groups, show initiative, and are capable of influencing others.

Their main characteristics include:

- strong communication skills;
- social activity;
- initiative;
- decision-making ability;
- emotional stability;
- the ability to inspire a team.

According to Bernard M. Bass, one of the key factors of effective leadership is the ability to exert emotional influence [5].

### **The Influence of Emotional Intelligence on Academic Activity**

Scientific research indicates that emotional intelligence strongly affects students' academic activity and learning motivation.

Students with high emotional intelligence:

- actively participate in classroom activities;
- tend toward independent learning;
- maintain emotional stability in stressful situations;
- adapt quickly to the educational process.

In Reuven Bar-On's studies, emotional intelligence is considered an important psychological resource for educational effectiveness [6].

In particular, emotional self-regulation:

- reduces examination stress;
- improves concentration;

- stimulates cognitive activity.

Research has identified a positive correlation between emotional intelligence and academic achievement ( $r=0.40-0.65$ ) [7].

In addition, emotional intelligence:

- enhances students' internal motivation;
- increases interest in learning;
- strengthens self-control abilities.

**The Influence of Emotional Intelligence on Social Activity.** Social activity refers to students' participation in group life, communication culture, and involvement in social relationships.

Student leaders with high emotional intelligence:

- adapt quickly within teams;
- establish positive relationships with others;
- resolve conflicts constructively;
- receive support from peers.

Daniel Goleman emphasized that empathy and social skills are the primary emotional components of leadership [2].

Empathy:

- creates an atmosphere of trust within groups;
- strengthens social relationships;
- increases students' sociometric status.

Student leaders with high communicative competence:

- can unite teams;
- exert social influence;
- create psychologically healthy environments.

Furthermore, emotional intelligence is considered an important factor in social adaptation [8].

## RESEARCH METHODOLOGY

**Research Objective.** To determine the influence of emotional intelligence on the academic and social activity of student leaders.

**Research Object.** Students aged 18–24 studying at higher education institutions.

### Methods

The following methods were used in the study:

1. Daniel Goleman's Emotional Intelligence Scale;
2. Academic Activity Diagnostics;
3. Sociometry;
4. Leadership Ability Tests;
5. Pearson Correlation Analysis.

## RESULTS AND ANALYSIS

The research findings revealed the following:

- a positive correlation between emotional intelligence and academic activity ( $r=0.61$ ;  $p<0.01$ );
- a high correlation between emotional intelligence and social activity ( $r=0.69$ ;  $p<0.01$ );
- students with high empathy indicators possessed higher sociometric status within groups;• emotional stability positively influenced students' leadership effectiveness.

The findings confirm that emotional intelligence is an important psychological resource in the academic and social development of student leaders.

## DISCUSSION

The research findings are consistent with international studies. According to Daniel Goleman, individuals with high emotional intelligence establish effective social relationships within groups and demonstrate strong leadership abilities [2].

Reuven Bar-On also emphasized that emotional intelligence positively influences social adaptation and academic effectiveness [6].

The obtained results indicate that:

- emotional intelligence increases students' social activity;
- develops leadership potential;
- positively affects academic achievement.

## CONCLUSION

According to the results of our research, emotional intelligence exerts a strong positive influence on the academic and social activity of student leaders.

The following conclusions were reached:

1. Emotional intelligence is an important psychological factor in leadership effectiveness.
2. Empathy, emotional stability, and communicative competence increase students' social activity.
3. Emotional intelligence strengthens academic motivation and educational effectiveness.
4. It is advisable to introduce psychological training programs aimed at developing emotional intelligence in higher education institutions.

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