

A COMPARISON OF DANIEL GOLEMAN AND PETER SALOVEY'S EMOTIONAL INTELLIGENCE THEORIES AMONG UNIVERSITY STUDENTS

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Abstract: *This study compares the emotional intelligence (EQ) theories of Daniel Goleman and Peter Salovey with John Mayer. In higher education, understanding and managing emotions are key factors for student achievement. A total of 12 students took part in this research, and we observed their emotional abilities and personal traits during classes. The results show that Salovey and Mayer's ability model helps with quick problem solving, while Goleman's mixed model supports long-term personal growth.*

Keywords: *emotional intelligence, EQ theories, Daniel Goleman, Peter Salovey, student education, comparative analysis.*

TALABALAR TA'LIMIDA DANIEL GOLEMAN HAMDA PETER SALOVEY VA JOHN MAYERNING HISSYOTIY IDROK NAZARIYALARINI TAQQOSLASH

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Annotatsiya: *Ushbu tadqiqot Daniel Goleman hamda Peter Salovey va John Mayerning hissiyotiy idrok (EQ) nazariyalarini taqqoslaydi. Oliy ta'limda hissiyotlarni tushunish va ularni boshqarish talabalar muvaffaqiyati uchun juda muhimdir. Tadqiqotda 12 nafar talaba ishtirok etdi va ularning darsdagi hissiy qobiliyatlari hamda shaxsiy fazilatlari kuzatildi. Natijalar shuni ko'rsatdiki, Salovey va Mayer modeli zudlik bilan muammoni hal qilishga yordam beradi, Goleman modeli esa uzoq muddatli shaxsiy rivojlanish uchun mos keladi.*

Kalit so‘zlar: *hissiyotiy idrok, EQ nazariyalari, Daniel Goleman, Peter Salovey, talabalar ta'limi, taqqoslama tahlil.*

Introduction

Emotional intelligence has become a major topic in modern educational psychology. Different scholars view EQ from different perspectives. Peter Salovey and John Mayer first defined EQ as a mental ability to process emotional information. Their model focuses strictly on identifying, understanding, and managing emotions. On the other hand, Daniel Goleman popularized EQ by adding leadership skills, motivation, and social traits to the concept. He argues that EQ is a broad mix of emotional skills and character traits. This paper compares both theories to see how they apply to university students during their studies.

Methods and Materials

This research was conducted over 4 weeks with 12 second-year undergraduate students. We split the participants into two equal groups:

1. Group A (6 students): Practiced tasks based on Salovey and Mayer's ability model (focusing on recognizing exact emotions and solving immediate mental stress).
2. Group B (6 students): Practiced tasks based on Goleman's mixed model (focusing on motivation, self-regulation, and social leadership skills).

Data Collection: We evaluated emotional recognition accuracy, task completing speed, and long-term group cooperation scores before and after the 4-week period.

Results and Discussion

The analytical data revealed distinct strengths for each psychological approach:

Evaluation Category	Group A (Salovey & Mayer Model)	Group B (Goleman Model)	Practical Effect
Emotion Identification Accuracy (%)	85.0%	68.0%	Higher in Group A
Stress Control Speed (Minutes)	4.5 minutes	8.0 minutes	Faster in Group A
Leadership Motivation Score (Scale 1–5)	3.4	4.7	Higher in Group B
Long-term Teamwork Score (Scale 1–5)	3.6	4.6	Higher in Group B

As shown in the table, Group A performed much better in identifying exact emotions (85.0%) and reducing stress quickly (4.5 minutes). Salovey and Mayer's approach works like a precise cognitive tool for fast emotional control.

However, Group B achieved higher scores in leadership motivation (4.7) and long-term teamwork (4.6). Goleman's broader model helps students build general social competence and personal drive over time.

Conclusion

Both theories offer valuable frameworks for higher education. Salovey and Mayer's model provides practical techniques for clear thinking during stressful moments, while Goleman's framework builds well-rounded social skills and leadership qualities. Educators should combine both models in classroom activities. Using Salovey and Mayer's ideas helps students handle exam anxiety, while Goleman's ideas prepare them for future group projects and career leadership.

References

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