eISSN: 2229-3213 pISSN: 2229-3205
The Journal of Applied Science and Social Science
Volume 16,Issue 05 May, 2026

METHODS TO REDUCE PROCRASTINATION BY DEVELOPING EMOTIONAL INTELLIGENCE IN STUDENTS

Master's student of Andijan State Pedagogical Institute

Kozimov Sayfullokh

https://doi.org/10.5281/zenodo.20145643

Abstract. This article analyzes the role and importance of emotional intelligence in reducing procrastination among students. In the current educational process, students' procrastination, inefficient time allocation, and decreased motivation are emerging as urgent problems. It is also argued that developing emotional stability and self-control skills can increase students' academic activity and sense of responsibility.

Keywords: procrastination, emotional intelligence, motivation, self-control, academic performance, time management, psychological training.

ENTRANCE

Today, in the higher education system, one of the most important issues is the study of students' attitude to academic activities, their independent work skills and psychological stability. In particular, procrastination, which is associated with the delay of academic assignments, postponement of responsible tasks and improper distribution of time, has a negative impact on students' academic results. This situation not only reduces the effectiveness of the educational process, but also causes stress, anxiety and a decrease in self-confidence in students.

Psychological studies have shown that various factors contribute to the occurrence of procrastination. In particular, low motivation, fear of failure, emotional stress, and inability to control oneself are considered the main factors of this problem. In recent years, the role of emotional intelligence in reducing procrastination has received special attention. Because a person with developed emotional intelligence is able to understand his emotions, control negative emotions, and is more likely to make the right decisions in difficult situations. Student life is one of the most important psychological and social stages in human life. During this period, young people actively enter the process of making independent decisions, planning their activities, and setting future goals. Therefore, the formation of emotional intelligence skills has a significant impact not only on their academic performance, but also on their development as a person. Students with emotional stability are more likely to effectively organize their study load, overcome stressful situations, and complete tasks on time.

Procrastination today's on the day students between wide flying socio-psychological from problems one This is situation human important tasks various reasons with later to leave, as a result and internal discomfort and stress from the head forgiveness with is described. Student during procrastination especially training assignments, independent works, scientific projects and for exams preparation in the process obvious manifestation will be. Many students task to perform the necessity understanding even if it is, to start internal preparation find This is not possible. time to pass with anxiety, guilt feeling and to oneself was of trust to decrease take is coming.

Psychological point of view from the point of view rather, procrastination simple laziness not, maybe emotional situation with related complicated is a process. Some students from failure fear because of the work back if it is, in others to perfection too much outside aspiration is observed. As a result they ideally the task to perform try, work to start delays. Some in cases and emotional fatigue, lack of motivation decrease or himself manage not getting procrastination strengthens. Therefore this problem eliminate in the process of only organizational methods not, maybe psychological approaches are also important importance profession will be. Last in years

emotional intellect concept procrastination in learning important from factors one as seeing is being released. Emotional intellect human own feelings understand them management, of others emotional status understanding and social in relationships right road catch ability means. Emotional intellect developed students usually own emotional status control do gets stressed in situations problem reasonable solution to do movement does and training to the activity relatively more responsible In this respect, emotional intellect procrastination reducing internal psychological resource as manifestation will be. Students emotional of intellect formation one how many factors with First of all, in the family psychological environment and upbringing method important role plays. Own feelings free expressive and supportive in the environment grown up youth stressful to situations relatively more stable On the contrary, it is constant. pressure or criticism under living students emotional in terms of vulnerable become to remain It is possible. This is own in turn to procrastination tendency increases. Because emotional tension human activity organization to grow to the ability negative impact shows.

High education in the institution social the environment is also the students' emotional to the state directly impact does. In the group healthy psychological atmosphere, teachers supportive attitude and peers with effective communication student's to oneself was trust strengthens. Itself of the team active member felt as student training responsibility for tasks with On the contrary, social in adaptation to difficulty face arrived students often training from the activity move away begins and assignments postponement cases increasing goes.

Emotional of intellect main structural from parts one this is yours feelings is understanding. Human own emotional status understand If it is, it is stress or anxiety also determine the reasons For example, some students the task to do that you don't want original reason laziness not, maybe from failure fear that it is later realizing enough. Own feelings understood student and problem hide not, it solution to do their ways to search movement This is what procrastination level to decrease help gives. Feelings management The student's skills are also academic in the activity important place holds. Study in the process various stressful situations encountered stands: exams, big in size tasks, time shortage or high requirements these Emotional intellect developed student such in situations to feelings given it doesn't go away, on the contrary problem step by step solution to do For example, a large in size task one how many small into parts separation or clear plan based on work through internal pressure reduce This method is possible. student's task to start psychological in terms of help gives.

Procrastination in reduction motivation is also important place available. Emotional intellect high was student usually internal motivation save to stay capable It will be. He will be his purpose clear imagination does and short term difficulties future results with tie takes. Such students the task only grade for not, maybe own development for to perform movement does. As a result in them responsibility feeling stronger It is also formed emotionally. intellect empathy It also develops skills. Empathy human others understanding and their feel your feelings to take is the ability of the students. between positive communication and mutual help environment when formed training to the process It also makes it easier to adapt. Teammates with knowledge sharing, together work and psychological support procrastination of the circumstances to decrease help gives. Because human himself when you don't feel alone complicated tasks to perform more motivation finds.

Time management skills development is also emotional intellect with closely related. Own feelings control do able to student time - efficient to distribute inclined will be. Such students daily plans composes, prioritizes tasks defines and unnecessary distracting factors to reduce movement Especially mobile telephone and social from networks too much outside use in students procrastination amplifier main from factors one is considered. Emotional in terms of stable student and to the virtual environment excess connected not to stay strives for. In students emotional intellect develop for various psychological training and from training use possible. In particular, stress control, emotions expression, conflicts solution to do and effective to

communicate related trainings positive result gives. From this except, reflection exercises are also for students himself understanding skill For example, the day during done work analysis to do or emotional situation about briefly writing to go human own to their behavior conscious attitude shapes.

Teachers' pedagogical This is also the approach in process big importance has. The student only criticism to do or pressure under to work coercion often negative result gives. On the contrary, supportive and encouraging environment create student's internal motivation increases. The student's small achievements confession to be able to do it to oneself was trust strengthens. This training in the activity more active to be help gives. In general when taking, procrastination student's not only academic to the activity, but his/her psychological status and social also affects relationships doer complicated event It is considered. in reduction emotional intellect develop effective psychological from tools one become service does. Own feelings understanding, stress manage able to and internal motivation save remaining students training in the process much active and responsible will be. Therefore supreme education in the system students emotional intellect to develop aimed at practical programs and psychological trainings wide current to grow important importance profession will reach.

LITERATURE ANALYSIS AND METHODOLOGY

The problem of procrastination and emotional intelligence has been one of the topics actively studied in the fields of psychology and pedagogy in recent years. In particular, the difficulties of students in their academic activities, the inability to effectively manage time, and situations related to emotional stress have further increased scientific interest in this issue. Analysis of research shows that procrastination is not only an organizational problem, but also a psychological phenomenon closely related to a person's emotional state, internal motivation, and self-control skills.

Among Uzbek researchers, a number of scientific works on the issue of emotional intelligence emphasize its role in personality development. In particular, A. Sharafitdinov, analyzing the main characteristics of the emotional intelligence of adolescents, [1]notes that “the skills of understanding and managing one's own emotions are an important factor in social adaptation and interpersonal relationships.” Also, studies conducted by KhZOdiljonova and MA Jonizakova highlight the positive impact of strategies for developing emotional intelligence in the educational process on the formation of a student's personality. The authors emphasize that “emotional intelligence is an important factor in stress management, effective communication, and the formation of learning motivation.”[2]

Scientists from the CIS countries have also extensively studied the psychological characteristics of the phenomenon of procrastination. In particular, in a study conducted by A. Litvinova et al., procrastination is assessed as a factor that negatively affects the psychological safety of the educational environment. They “found that students with low levels of academic motivation have higher rates of procrastination.” In addition, A. Anikin et al. studied the relationship between procrastination and personality traits in students. Researchers [3]emphasize

[1]Sharafitdinov A. The main characteristics of the emotional intelligence of adolescents // Journal of Scientific Reports of the Kokand DPI. – 2024. – No. 5(1). 56-64.

[2]XZOdiljonova, & MAJonizaqova (2026). Strategies for developing emotional intelligence in the educational process and their impact on the student's personality. journal of new century innovations, 97(1), 32-39. https://journalss.org/index.php/new/article/view/21938

[3]Litvinova, A., Kokurin, A., Ekimova, V., Koteneva, A., & Pozdnyakov, V. (2020). Procrastination as a Threat to the Psychological Security of the Educational Environment. Behavioral Sciences, 10(1), 1. https://doi.org/10.3390/bs10010001

that “high levels of procrastination are associated with self-doubt, emotional instability, and low motivation.”[4]

Among international researchers, scientists who have studied procrastination in relation to emotional management occupy a special place. P. Steel interprets procrastination not as a problem in time management, but as a psychological process related to the management of emotional states. According to his scientific views, “A person often resorts to procrastination to temporarily avoid complex or emotionally arousing tasks.” [5]Therefore, developing emotional intelligence is an important tool in reducing this problem.

Procrastination is largely related to emotional state, motivation, and self-control skills. Developing emotional intelligence helps students develop the skills to increase academic responsibility, reduce stress, and complete tasks on time.

The aim of this study was to study the possibilities of reducing procrastination by developing emotional intelligence in students. Theoretical and empirical methods based on a socio-psychological approach were used in the research process. The main focus of the study was to determine the relationship between the level of procrastination among students and emotional intelligence indicators. The study also used elements of psychological training. During the training sessions, exercises were organized to develop stress management, emotional control, motivation, and time planning skills in students. The results obtained after the sessions were compared with the initial indicators, and it was observed that the development of emotional intelligence has a positive effect on reducing the level of procrastination.

RESULTS

Particular attention was paid to determining the relationship between the level of procrastination and indicators of emotional intelligence. The results showed that students with relatively developed emotional intelligence took a more responsible approach to completing academic tasks and were less likely to procrastinate. In particular, students with high skills in managing their emotions, maintaining emotional stability in stressful situations, and controlling internal motivation were observed to be more actively involved in academic activities. Although the research process showed that lack of time was the main reason for some students to procrastinate on academic tasks, the results of interviews and observations showed that this situation was more related to emotional stress and internal anxiety. In particular, students with increased self-confidence in the face of complex or large-scale tasks tended to postpone starting the task. This once again confirmed that procrastination is not a simple lack of discipline, but a complex process associated with psychological factors.

Overall, the results of the study showed a correlation between emotional intelligence and procrastination. It was found that students with high emotional intelligence scores organized their academic activities more effectively, were able to control themselves in stressful situations, and felt a deeper sense of academic responsibility. This confirms that developing emotional intelligence is one of the important psychological factors that helps reduce procrastination in students.

DISCUSSIONS

It has been shown that approaching the problem of procrastination solely as a matter of time management or discipline is not enough. Because procrastination is often associated with the student's internal emotional state, self-confidence, and ability to manage stress. Therefore,

[4]Anikin AN, Dzhembek YI, Motorina PA, Efremova AV, Mosintsev DD, Vitaleva YV (2024). Manifestation of personality traits of students with different procrastination levels. International journal of medicine and psychology, 7(6), 53-58. https://journals.rcsi.science/2658-3313/article/view/391134

[5]Steel P. The Nature of Procrastination: A Meta-Analytic and Theoretical Review // Psychological Bulletin. - 2007. - Vol. 133(1). - P. 65-94.

developing emotional intelligence is emerging as an important psychological direction in reducing procrastination. Emotionally stable students are more flexible in relation to complex situations in their academic activities. They perceive difficulties as temporary and try to solve the problem step by step. Students with lower emotional intelligence may perceive a small failure or criticism as a strong emotional pressure. As a result, internal fear increases in them, which leads to a state of procrastination. Another important aspect was identified during the discussion: procrastination in students is sometimes more strongly associated with an internal psychological state than with external factors. For example, some students, even though they have sufficient knowledge and time to complete a task, procrastinate due to a lack of intrinsic motivation or emotional preparation. This demonstrates the importance of self-motivation skills, which are a component of emotional intelligence.

Overall, the results of the study showed that developing emotional intelligence in students is one of the effective tools for reducing procrastination. By understanding one's own emotions, managing stress, maintaining internal motivation, and developing social adaptation skills, students' academic performance can be increased. Therefore, it is advisable to widely organize psychological training, motivational programs, and classes aimed at emotional development in higher education institutions.

CONCLUSION

Today, the widespread state of procrastination among students is one of the important socio-psychological problems that negatively affects the effectiveness of the educational process. Postponement of educational tasks, inefficient time allocation, and decreased internal motivation create various difficulties in the academic performance and psychological state of students. During this study, it was found that not only organizational factors, but also psychological aspects such as emotional stability, self-control, and emotional control play an important role in the formation of procrastination.

The relationship between emotional intelligence and procrastination. Students with developed emotional intelligence are characterized by the ability to understand their emotions, control stressful situations, and take a conscious approach to complex tasks. It was observed that such students are more likely to effectively plan their academic activities, properly allocate time, and complete assignments on time. On the contrary, it was found that students with emotional instability or high internal anxiety often procrastinate. The conducted psychological training and exercises showed that developing emotional intelligence can be an effective tool in reducing procrastination. In particular, exercises related to stress management, analyzing one's own emotions, building motivation, and planning time had a positive effect on students' academic activity. This indicates the need to strengthen the psychological support system in higher education institutions.

In conclusion, the development of emotional intelligence in students is one of the important psychological factors for reducing procrastination. By developing emotional stability, self-control and intrinsic motivation, it is possible to increase the academic performance of students. Therefore, the widespread introduction of practical programs, trainings and psychological exercises aimed at developing emotional intelligence in the education system remains one of the urgent tasks.

REFERENCES USED

1. Sharafitdinov A. The main characteristics of the emotional intelligence of adolescents // Journal of Scientific Reports of the Kokand DPI. – 2024. – No. 5(1), 56-64.

2. XZOdiljonova, & MAJonizakova (2026). Education in the process emotional intellect develop strategies and their student to the person effect journal of new century innovations, 97(1), 32-39. https://journalss.org/index.php/new/article/view/21938

3. Anikin AN, Dzhembek YI, Motorina PA, Efremova AV, Mosintsev DD, Vitaleva YV (2024). Manifestation of personality traits of students with different procrastination levels. International journal of medicine and psychology, 7(6), 53-58. https://journals.rcsi.science/2658-3313/article/view/391134

4. Anikin AN, Dzhembek YI Manifestation of personality traits of students with different procrastination levels // International Journal of Medicine and Psychology. – 2024. – URL: International Journal of Medicine and Psychology

5. Steel P. The Nature of Procrastination: A Meta-Analytic and Theoretical Review // Psychological Bulletin. - 2007. - Vol. 133(1). - P. 65-94.

6. Sayfullokh Kozimov. (2024). SOCIAL-PSYCHOLOGICAL METHODS OF SELF-DEVELOPMENT. IMRAS, 7(6), 203–210. https://journal.imras.org/index.php/sps/article/view/1499

7. Sayfullokh Kozimov (2024). Self-management strategies and their effectiveness. Galaxy International Interdisciplinary Research Journal GIIRJ, 12(7), 43-50. https://internationaljournals.co.in/index.php/giirj/article/view/5821

8. Sayfullokh Kozimov (2024). Self-acceptance in the psychology of success. International Multidisciplinary Journal for Research & Development, 11(06). https://www.ijmrd.in/index.php/imjrd/article/view/1672

9. Sayfullokh Kozimov (2024). Concept of stress in psychology and its positive aspects. Scientific Approach to the Modern Education System, 3(26), 345-348. https://interoncof.com/index.php/france/article/view/1862