

# THEORETICAL AND ANALYTICAL FOUNDATIONS OF THE CONCEPT OF SOCIO- PSYCHOLOGICAL DETERMINANTS

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## Abstract

This article explores the theoretical foundations of the concept of socio-psychological determinants and analyzes it within an interdisciplinary context, including psychology, sociology, pedagogy, and management. The author presents the impact of these determinants on individual activity, behavior, emotional stability, decision-making, and leadership competencies based on various theoretical models. In particular, the conceptual approaches of Bandura, Vygotsky, Goleman, and Luthans are used to explain the cognitive, motivational, and affective components of socio-psychological determinants. Furthermore, the article substantiates the relevance of these determinants in the fields of education and leadership, emphasizing their relationship with professional potential and communicative culture of individuals in leadership roles.

**Keywords:** head of the department, social function, psychological determinant, higher education, leadership, communication, team management, transformational leadership

The term "determinant" in scientific-philosophical and psychological literature means a factor, cause, or condition that determines a certain process, state, or result. This term comes from the Latin word "determinare" - to define, to limit, to determine. In psychology, the term "determinant" is used to denote internal (biological, individual-psychological) and external (social, cultural, environmental) factors influencing a person's behavior, emotions, decision-making, and other mental processes.

For example, social determinants refer to influences formed through the family, society, educational institutions, and mass media, while psychological determinants represent a person's needs, motivation, character traits, and cognitive processes. In psychology, this concept refers to both internal and external factors that affect the development of the individual, as well as the emergence and transformation of behavior.

*Specifically, internal determinants include:*

*Biological and physiological factors (such as heredity, the nervous system, and temperament);*

*Psychological characteristics (such as needs, personal experience, character traits, perception, and thinking styles);*

*Motivation and needs (for example, according to Maslow's theory).*

External determinants include:

Family environment and methods of upbringing;

School, the education system, and the influence of teachers;

Society, culture, and mass media;



Social experience and group influence (for example, according to the views of Mead, Vygotsky, or Bandura).

From an interdisciplinary perspective, the concept of determinants encompasses both internal (intrapsychic) and external (extrapsychic) factors that shape human activity, behavior, thinking, decision-making processes, and social relationships. These factors interact dynamically, being closely related to an individual's psychological traits, social environment, culture, education, and personal experience.

For example, as noted by I.A. Zimnyaya:

"A person's behavior and psychological activity are formed under the influence of biogenic, sociogenic, and psychogenic determinants. The interaction between these factors changes dynamically throughout the process of human development.

The concept of a determinant is regarded not only as an element influencing an individual's internal mental activity but also as a system of interactive, contextual, and cognitive influences that define the individual's active role within the socio-economic environment. In modern psychology, social psychology, and management sciences, this concept is studied in connection with a person's maturity, decision-making ability, emotional stability, and communicative competence.

In Albert Bandura's seminal work "Self-Efficacy: The Exercise of Control" (1997), the notion of determinants is directly associated with the theory of self-efficacy—that is, a person's belief in their own ability to effectively manage and control their actions. Bandura extensively analyzes the cognitive, motivational, and socio-psychological determinants that influence human activity, behavior, and decision-making processes.

According to Bandura's theory, the key determinants in shaping behavior include:

*Cognitive determinants:*

– *An individual's perception of reality, level of knowledge, self-confidence, and intellectual capacity.*

*Motivational determinants:*

– *A person's internal drives, personal values, and desire to achieve success.*

– *According to Bandura, individuals engage in activity not only based on their ability but also on the strength of their self-belief.*

*Affective (emotional) determinants:*

– *Factors such as stress, anxiety, emotional stability, and the surrounding emotional climate.*

– *Bandura emphasizes that in difficult situations, individuals with low self-efficacy tend to give up quickly, while those with strong self-belief persist in their efforts.*

*Socio-environmental determinants:*

– *Influences such as role models, social support, and the stimulating or inhibiting nature of the environment.*

In Bandura's theory of self-efficacy, determinants are understood as a complex of cognitive processes related to belief, emotion, and the social environment that shape human behavior. The interaction between these factors defines an individual's capacity to generate effective solutions and take purposeful action. This approach provides a vital methodological foundation for understanding the psychological stability and leadership potential of managerial figures, including department heads.

In philosophy, the concept of a determinant is closely tied to the theory of determinism, which posits that every event or condition arises as a result of specific causes or influencing factors. Thus, a determinant is understood as a definite cause that contributes to an outcome.

In the field of psychology, the term determinant refers to the internal and external factors that influence an individual's behavior, thinking style, emotional state, or social activity.

In social psychology, determinants consist of intersubjective factors such as the social environment, group influence, interpersonal relationships, and social status. Through these, an individual's capacity for perception, decision-making, leadership, or entering into social interaction is shaped.

In pedagogy, that is, within the processes of education and upbringing, determinants refer to the combination of pedagogical, moral, communicative, and methodological influences that shape the learner's personality. These determinants serve as key components defining the effectiveness of education, student motivation, and the quality of communication.

In education and leadership, the term determinant refers to both direct and indirect factors that influence educational processes, personal development, or the effectiveness of leadership. These include:

Professional motivation

Emotional intelligence

Team relationships

Social status

Communicative environment

Sense of meaning in work

J. Anitha's 2014 study titled "Determinants of Employee Engagement and Their Impact on Employee Performance" focuses on identifying the key factors that influence employee engagement and examining how these factors affect job performance.

In the fields of education and management, socio-psychological determinants are considered significant factors that guide individual activity and influence associated motivational, cognitive, and behavioral processes. These determinants are manifested through competencies such as interpersonal relationships in leadership and pedagogical activities, communication culture, ability to work in teams, decision-making, leadership, responsibility, and emotional stability.

Against the backdrop of the socio-economic, cultural, and educational development of society, new demands are emerging for the professional activities of leadership figures in higher education institutions, including department heads. In such a context, the conceptual and functional analysis of socio-psychological determinants that influence leadership abilities and managerial competence becomes of critical importance.

In educational institutions, socio-psychological determinants play a key role in defining the quality of interactions between teachers and students. These factors affect several domains within pedagogical practice, including:

Socio-psychological determinants refer to a system of internal and external factors that influence an individual's activity, behavior, interpersonal relationships, and roles in social interactions. These determinants are closely related to cognitive (thinking), affective (emotional), behavioral, and motivational domains.

From an interdisciplinary perspective, socio-psychological determinants are interpreted as follows:



- In psychology: personal-psychological traits such as emotional intelligence, stress tolerance, and introspection;
- In sociology: social relationships, group influence, social status, and roles;
- In pedagogy: the impact of the educational environment, communication, and upbringing.

In the context of higher education institutions, socio-psychological determinants directly influence the activities of leaders (e.g., department heads, deans) and educators. These determinants shape key competencies in the educational process, including:

- The effectiveness of pedagogical communication;
- Trust-based relationships between students and teachers;
- The ability to work collaboratively in a team;
- Cognitive openness in accepting innovative solutions.

According to V. Karimova, “An individual’s activity is shaped under the influence of the social environment. The personal qualities of educators and leaders develop under the impact of determinants that define their role in society.”

She further emphasizes that “Socio-psychological factors play a key role in forming leadership strategies, as they emerge from the interaction between a leader’s internal abilities and external social conditions.”

“The work of an educational leader is not limited to administrative-executive tasks; rather, their personal qualities and psychological state are key factors that determine the quality of education.”

The leadership qualities of a person in an organization largely depend on their individual socio-psychological resources. The following determinants significantly affect leadership effectiveness:

Emotional intelligence (Goleman, 1995) – the ability to understand the team, manage stress, and regulate emotions;

Psychological capital (Luthans et al., 2007) – including hope, self-efficacy, resilience, optimism, and stress tolerance;

Institutional trust – reflected in perceptions of social justice, transparency, and a culture of trust within the organization;

Cognitive mediation (Vygotsky, 1978; Bandura, 1997) – the leader’s ability to analyze situations and develop meaningful strategies in response.

Socio-psychological determinants do not always function as independent variables; rather, they often operate as an interdependent system. For instance, a leader with high emotional intelligence tends to be more resilient to stress, maintains positive relationships within the team, and demonstrates an innovative approach—all of which contribute to enhanced overall managerial competence.

Therefore, in the fields of education and leadership, it is crucial to develop:

Reflective educational programs;

Emotional experience-based training;

Intercultural communication workshops;

Personal development strategies based on diagnostic tools.

Indeed, socio-psychological determinants fulfill an adaptive function, bridging the internal psychological resources of individuals with external social influences in the realms of



education and leadership. Scientifically grounded analysis of these factors contributes to enhancing human capital in leadership and ensuring social-emotional balance within educational environments.

Socio-psychological factors, as an interdisciplinary category, represent the complex system of interactions between individual activity and the surrounding social environment. They play a significant role in human behavior, decision-making processes, emotional responses, and interpersonal communication. The concept is approached differently in psychology, pedagogy, and management studies, with each perspective offering complementary and interrelated theoretical foundations.

*“Socio-psychological factors are present in every domain of human activity. They determine the dynamic interaction between a person’s social status, individual characteristics, and group influences.”*

In psychology, socio-psychological factors are considered a system of internal (emotional state, motives, cognitive schemas) and external (group opinion, social status, sociocultural environment) influences on human activity.

In management psychology, these factors emerge through the relationship between leaders and teams, organizational culture, leadership style, trust, and communicative climate. They influence how leaders make decisions, approach challenges, and guide group dynamics.

As Daniel Goleman emphasizes, a leader’s emotional intelligence and social sensitivity are crucial determinants in the successful management of team relationships and performance.

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