

The Correlation between Emotional Intelligence and Academic Success

Talshyn Zhabykbay

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Thesis Advisor:

PhD., assistant professor, Yakup Doganay

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SDU University

Faculty of Education and Humanities
Department of Language Teacher Education

This is to certify that the Master's Thesis of

Talshyn Zhabykbay

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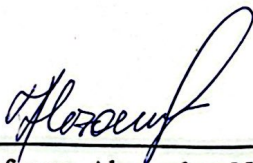
Approved by:



PhD., assistant professor, Yakup DOGANAY
Professor, Thesis supervisor



PhD., Doctor Gulzhaina KASSYMOVA
Committee Chair



PhD., assistant professor, Akmarzhan NOGAIBAYEVA
Department Chair

PhD., associate professor Zhainigul DUSEBEKOVA
Dean, Faculty of Education and Humanities



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Talshyn Zhabysbay

Name

[Signature]

Signature

22.06.2025

Date

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The Correlation between Emotional Intelligence and Academic Success

Abstract

The current study examines the correlations between emotional intelligence (EI) and academic performance among English as a foreign language (EFL) students in Kazakhstan. The study relies on quantitative data analysis, using non-probability purposive sampling techniques. Schutte's Self-reported Emotional Intelligence Test (SSEIT) was employed to assess students' EI levels, and students were asked to provide their final grades in multiple core subjects of recent terms to understand the correlations between variables. The ethical considerations were maintained, and the data were collected through online questionnaires. Pearson's linear correlational coefficient and Spearman's rank correlational coefficient were employed to understand the relationships between EI and academic performance. The outcomes of the analyses verify the positive, reasonable associations between the variables. Additionally, multiple regression analysis was conducted to understand the correlations between EI dimensions, such as emotional perception and utilisation, management of one's own and others' emotions, regarding students' recent academic outcomes. The results indicate that emotional management has more explanatory power in predicting academic success than the perception and utilisation of emotions. However, Spearman's rank correlation does not indicate statistical significance. This study is important in terms of contributing to emerging interests in studying the non-cognitive factors on academic performance in Kazakhstan, as well as contributing to EFL teachers in enhancing practical benefits, further helping to increase students' emotional awareness, and it also serves as a foundation for further studies. Limitations of the study include non-generalisability due to a small sample size of 30 participants, and the possibility of socially desirable responses due to employing self-reported data collection. The future research must take into consideration of larger population size, qualitative data with open-ended questions to gather in-depth data, and include contextual and cultural factors.

Студенттердің эмоционалдық интеллектісі мен олардың академиялық жетістіктері арасындағы корреляция

Аңдатпа

Бұл зерттеу ағылшын тілін шет тілі ретінде үйреніп жатқан студенттердің эмоционалдық интеллектпен (ЭИ) академиялық үлгерімі арасындағы байланыстарды зерттейді. Зерттеу нәтижесінде зерттеу жинау, қатысушылары ықтималдыққа негізделмеген іріктеу қолданылды. Студенттердің эмоционалдық интеллекті Шуттенің өзін-өзі бағалау бойынша эмоционалдық интеллект тесті бойынша және де академиялық деңгейлері бірнеше негізгі пәннің нәтижелерін өз бағаларын көрстеуі сұралды. Деректер онлайн сауалнама бойынша жиналды. Статистикалық талаптар бойынша анонимдік және құпиялылық сақталып, зерттеу мақсаты мен нәтижесімен таныстырылып, келісім хаттары алдын ала алынды. Нақты және сенімді деректер үшін Пирсон мен Спирманның корреляциялық анализдері қолданылды. Зерттеу нәтижесі байланыстар арасында орташа және оң байланыс барын растайды. Сонымен қатар, эмоционалдық интеллекттің төрт түрлі компоненттері мен академиялық үлгерім арасындағы байланыс көп айналмалы регрессиялық талдау арқылы жүзеге асты. Атап айтқанда, эмоционалдық интеллектті басқару қабілеті - эмоцияны қабылдау қабілеті мен қолдану қабілетіне тәуелді болғанда академиялық жетістікке көбірек үлесін қосады. Алайда бұл байланыстар Спирманның корреляциялық талдауы бойынша статистикалық маңыздылығы төмен. Бұл зерттеу соңғы жылдардағы Қазақстандағы когнитивті факторлердің академиялық үлгерімге тәуелділігін тигізетін зерттеуге деген қызығушылықтардың артуына үлес қосады. Сонымен қатар, бұл жұмыс ағылшын тілін шет тілі ретінде оқытатын мұғалімдерге, студенттердің эмоционалдық сана-сезіміне мән беріп, эмоцияны білім беруде тиімді пайдалануға деген маңыздылықты арттыруға, және болашақтағы зерттеу жұмыстарына негіз бола алады. Зерттеуде қатысушы санының аздығы (30 адам) және сауалнама барысында өзін-өзі бағалау кезінде ақпараттар жиналуына себепті - зерттеу нәтижесін жалпы халыққа таратылуға мүмкіндігі аз. Болашақтағы зерттеулер қатысушы санын көбірек, және терең ақпарат алу мақсатында ашық сұрақтарға негізделген сапалық зерттеу әдістемесін, және де зерттеуге қатысушылардың контекстін және мәдени ерекшеліктерін қамтуы керек.

Корреляция эмоционального интеллекта с академической успеваемостью

студентов

Аннотация

Исследование изучает взаимосвязь эмоционального интеллекта (ЭИ) с академической успеваемостью студентов изучающих английский язык в Казахстане. Исследование основывается на количественном дизайне с использованием (невероятно) выборки. Для оценки уровня эмоционального интеллекта у студентов было использовано опросник Шутте - самооценочная шкала, а данные для академической успеваемости были использованы на основе представленных студентами итоговых оценок по ряду ключевых учебных дисциплин. Данные были собраны через онлайн-опросы. Этические нормы соблюдались, участники были знакомы с анонимностью и конфиденциальностью полностью сохранены. Корреляционные анализы Пирсона и Спирмена были использованы для получения достоверных и надежных результатов. Кроме этого, множественная регрессионная анализ была проведена для выявления корреляции между компонентами эмоционального интеллекта и академической успеваемостью. Результаты показывают, что способность управлять эмоциями показывает высокую редиктабельную силу в сравнении с другими компонентами ЭИ такими как способность воспринимать и использовать эмоции. Однако, показанные по анализам Спирмена не имеют высокой статистической значимости. Эта работа полезна тем, что вносит вклад в растущий интерес к изучению влияния неинтеллектуальных факторов на академическую успешность в Казахстане. Кроме того, она может быть полезна для учителей английского языка как иностранного, подчеркивая важность развития эмоциональной осознанности у студентов чтобы достичь успеха в образовательной сфере. Это исследование также может стать основой для будущих научных работ.

Исследование изучает взаимосвязь эмоционального интеллекта (ЭИ) с академической успеваемостью студентов изучающих английский язык в Казахстане. Исследование основывается на количественном дизайне с использованием (невероятно) выборки. Для оценки уровня эмоционального интеллекта у студентов было использовано опросник Шутте - самооценочная шкала, а данные для академической успеваемости были использованы на основе представленных студентами итоговых оценок по ряду ключевых учебных дисциплин. Данные были собраны через онлайн-опросы. Этические нормы соблюдались, участники были знакомы с анонимностью и конфиденциальностью полностью сохранены. Корреляционные анализы Пирсона и Спирмена были использованы для получения достоверных и надежных результатов. Кроме этого, множественная регрессионная анализ была проведена для выявления корреляции между компонентами эмоционального интеллекта и академической успеваемостью. Результаты показывают, что способность управлять эмоциями показывает высокую редиктабельную силу в сравнении с другими компонентами ЭИ такими как способность воспринимать и использовать эмоции. Однако, показанные по анализам Спирмена не имеют высокой статистической значимости. Эта работа полезна тем, что вносит вклад в растущий интерес к изучению влияния неинтеллектуальных факторов на академическую успешность в Казахстане. Кроме того, она может быть полезна для учителей английского языка как иностранного, подчеркивая важность развития эмоциональной осознанности у студентов чтобы достичь успеха в образовательной сфере. Это исследование также может стать основой для будущих научных работ.

CHAPTER 1

Introduction

1.1 Topicality of the Paper

Emotional intelligence (EI) or emotional quotient (EQ) has been an important subject in the field of psychology, health sciences, communication studies and other emerging fields such as artificial intelligence, human-computer interactions, and education, is no exception in this regard. Predominantly, researchers have been studying the role EI plays in education and its contributions to academic success. Goleman (1995), who brought the term EQ into the mainstream, states that it is “the ability to identify, assess and control one’s own emotions, the emotions of others and that of groups.” Goleman suggests that EQ plays a more important role than the traditional understanding of cognitive skills, which has caused debates among researchers. Many proponents of EI are certain that EI contributes to success in various aspects of life, such as professional achievement, interpersonal goals, and leadership. To be precise, many studies have supported this claim, with evidence that EI facilitates stress management, improves social relationships, and helps with conformity in work and social belonging. Individuals with high EI can control and utilise emotions; thus, it enhances their emotional resilience and effective decision-making.

Salovey and Mayer (1990) first laid the groundwork for EI and brought it into the academic sphere. They define EI as the ability to perceive, understand, utilise and reflectively regulate emotions to facilitate emotional and cognitive growth. This is called “the ability model”, which is distinguished from other models of EI in perceiving it as a set of cognitive abilities, similar to logical and verbal intelligence. Unlike other models of EI, which include empathy or optimism, this model concentrates on measurable and trainable skills and is often measured through performance-based tasks.

There are three main EI models which are commonly known: the ability EI model, the trait model and the mixed model (the ability and trait models). The ability EI model was designed Salovey and Mayer. The ability model has clear determinants of what EI constitutes and aims to rationalise emotions, and this model is seen to be the most objective among these models. Next, Salovey's trait EI model scopes more personality and is criticised for overlapping with personality traits and for the absence of transparent boundaries. The last one, Bar-On's (1997) mixed model, combines both the ability and trait models.

In recent years, EI has gained significant attention in education. Despite this, in many regions of the world, including Kazakhstan, EI is still an emerging field which requires deep exploration. Academic success is traditionally related to the intelligence quotient (IQ), executive cognitive skills. However, academic success is more than mastery of a subject and the acquisition of certain skills. Academic success involves social integration, effective communicative skills, the ability to apply knowledge in real life, and EI mediates these variables.

While numerous studies have highlighted of EI the significant positive impact on achieving academic success and its capability to predict academic performance (Davis & Humphrey, 2012; McCann et al., 2020; Parker et al., 2004a; Petrides et al., 2004), others negate or compromise the relation between EI and academic performance. We can emerge from the above-mentioned elements that cultural and contextual factors influence how people perceive and regulate emotions. Therefore, it is important to conduct studies considering various settings and infer results that help to make further recommendations that suit certain contextual frames. In the Kazakhstani context handful of studies have been conducted at a university level, including secondary school students, and a scattering number of studies with college students; however, these studies are all located in major cities, and can be monitored for a lack of involvement of rural areas or semi-rural

as in the studies. Thus, this study investigates the correlations between EI and academic performance, considering that EI is an emerging field that is attracting interest within the education system, particularly given the scarce number of studies in the EFL students context finds it important.

As far as we see, studies on the investigation of academic performance among EFL students, especially in the Kazakhstani context, are limited, and research indicates that EI has a moderate positive association with EFL students' learning outcomes. Additionally, a handful of studies suggested the direct and indirect associations of EI with students' linguistic skills.

Investigating this topic helps further develop the theoretical conceptualisation of academic performance and achievement, further fostering the comprehension of non-cognitive determinants in educational settings. This study can be beneficial for further studies, guiding them into deeper investigations of how EI components impact the cognitive abilities of learners and how they shape learning and academic outcomes.

This study might also be advantageous for educational institutes, policymakers, other stakeholders and practitioners, bringing new insights into a deeper comprehension of the relationships between EI and academic performance.

1.2 Research questions

How does emotional intelligence correlate with academic performance among EFL students?

What EI dimensions influence academic performance among EFL students?

1.3 Research hypotheses

We hypothesise that:

H1: There is a significant correlation between EI and academic performance among EFL students.

H2: Emotional management is more associated with academic performance more than emotional perception and utilisation among EI components.

1.4 Methodological Basis

A quantitative method was employed to investigate the relationships between emotional intelligence and academic performance among EFL students. The data was collected through an online questionnaire using the Schutte Self-Reported Emotional Intelligence Scale (SSEIS), which consists of 33 questionnaire items which involves Likert-scale assessment, and it was correlated with students' recent self-reported final grades, and Pearson's linear correlational coefficient and Spearman's monotonic correlational coefficient were used for descriptive and correlation analyses.

1.5 Problem Statement

This study intends to understand the correlation between emotional intelligence (EI) and academic performance of EFL students in Kazakhstan. We think that research done on the comprehension of the EI levels of students and their impact on academic performance in the EFL context is not enough. Nowadays, non-cognitive competences such as emotional intelligence (EI) have been garnering the attention of researchers, as these competences can shape academic performance outcomes and enhance learners' effectiveness. Studies confirm positive relationships between EI and academic performance; however, it remains under-researched in some contexts and cultures. Notwithstanding the recognition of interest among international researchers, EI remains understudied in Kazakhstani contexts. It might be the repercussions of researchers historically prioritising cognitive skills to explore. Secondly, the EI is a relatively new scientific concept internationally in academia (popularised by Goleman in 1995).

1.6 Research significance

This study contributes to the comprehension of the role of EI in educational settings, particularly how EI might shape academic performance in language learning contexts. The current study is significant for various reasons. First, it adds inputs into the emerging interest in learning about the EI impact on academic performance in Kazakhstan. Then, this study is valuable in comprehending the non-cognitive abilities, such as EI's contribution to academic achievement, which is usually overlooked in conventional classrooms. The ability to recognise emotions, direct them and utilise them can contribute to students' academic success, for instance, in helping to overcome academic challenges and improve resilience.

Further, helping the educators, policymakers, psychologists, and other stakeholders inform about the importance of enhancing EI to achieve academic performance. This study is also significant in terms of understanding how EI has an impact on multiple dimensions of academic performance, social interactions and overall, students' well-being. Investigating EI is needed to enhance students' interpersonal skills, improving their ability to collaborate, forge healthy relationships, deal with conflicts and improve their skills in reaching agreements. Briefly, training EI in education is vital for enhancing a positive learning environment.

Apart from the higher levels of EI are linked to better teacher-student relationships; therefore, this study is important for educators and policymakers who are interested not only in improving students' emotional well-being and academic performance, but also in considering the factors that contribute to improved teacher-student interactions, and it also contributes teachers' effectiveness in education.

Further, this study might be important in understanding EI's role in teaching essential life skills that help them reach success not only in education but also other areas of life, for instance, teaching empathy, emotional regulation and communicative skills.

1.6.1 Research novelty

This study brings fresh insights into the understanding of the relationships between EI and academic performance and learning outcomes, concentrating on students who are from one of the universities in Kazakhstan. Research on non-cognitive factors influencing academic performance, especially emotional intelligence and emotional management training in the Central Asian countries, including Kazakhstan, remains under-researched. Therefore, this study contributes to bringing new insights to comprehend these relationships better and rectify the omissions. Also, it applies the Schutte Self-Report Emotional Intelligence Test (SSEIT) – a pioneer measurement tool which was not used in the context of Kazakhstan, as it incorporates assessing the cross-cultural validity of the

The Assumptions were that:

- The participants were honest and accurate in their responses to the survey questions.
- The EI measurement tool – Schutte's Self-Report Emotional Intelligence Test (SSEIT) is valid and reliable in measuring EI.
- Students accurately indicate their final grades on core subjects.
- External variables such as health and demographic data are not included in the study and do not significantly impact the results.
- The correlations between EI and academic performance were analysed using Pearson's linear and Spearman's rank correlational coefficients.

- The language of the questionnaire is comprehensible to participants to interpret the items correctly.

The research limitations:

- The sample size is small, which restricts from generalisation of the results.
- The study uses SSEIS as a measurement tool, which is reliant on students' self-reports and the probability of obtaining socially desirable responses.

1.7 The Structure of Research

It contains an abstract, introduction, literature review, methodology, results, discussion conclusion parts, references, and appendices.

Chapter One introduces the topic of the thesis and explains the purpose of the study, posits research questions, explains the significance of the study and its contribution to further studies education policy. It also looks at the limitations of the study and gives an overview of the study process in general.

Chapter Two walks through the theoretical background of the EI and gives an overview understanding academic performance. This chapter dives into theories and models of EI, the EI plays in education and teaching, and EI's impact on academic performance both cross-culturally and locally, including among EFL students. It provides a detailed overview of existing research and the important role of emotional disorders, cultural and contextual factors influencing students' well-being and their effect on students' learning process and their academic outcomes. Further, it also explores the studies on EI conceptual clarity and validity of measurement tools used on each EI model, and studies that used SSEIT, which is an assessment tool used in this study. It also looks at the importance of EI training and its benefits on improving personal and

up relationships, its impact on emotional regulation under stress and other disorders, and improved teacher-student relationships.

In Chapter Three, we outline and explain the research methodology used in the study. This chapter explains the description of the quantitative nature of the research, the details of sampling and research process, and the data collection tools. It includes information about the sampling and validity of the data collection tools. It explains the process of data analysis, using SPSS – a measuring instrument through Pearson's and Spearman's correlation coefficients for quantitative analyses.

Chapter Four presents descriptive statistics for the quantitative data. It included the presentation of statistics, correlational analyses in written and visual data through tables, charts and graphs. It also includes multiple regression analyses that try to understand each EI dimension's impact on emotional management, emotional perception and utilisation, relationship with students' academic performance in grades for core subjects. It presents each correlational analysis result, such as Pearson's linear and Spearman's rank correlational coefficients, which were used to increase the reliability of the study outcome, ensuring the accuracy of the data. In Chapter Four, we interpret the results that emerged from research analyses and infer a conclusion. It interprets and presents data, connecting the findings with the existing literature and concluding the important details. This chapter also discusses the further implications of the study, offering recommendations for future research, at the same time mentioning the limitations of the study. The discussion part reflects on how the findings provide the rationale for further institutional policy and research process, developing EI training programs for students alongside teachers. It includes the directions for further research and acknowledges the constraints of the current study.

In conclusion, we provide an overview of the study process and synthesising the research results, including the research aims, compiling the results with the research questions and synthesis, discussing the practical implications for future studies, and offering recommendations.

This structured approach helps to understand more deeply how and what role EI plays in achieving an elevated student academic outcome among EFL students in the Kazakhstani Higher education contexts.

CHAPTER 2

Literature review

2.1 Theoretical Frameworks of Emotional Intelligence and Academic Performance

Emotional Intelligence (EI) is also known as emotional quotient (EQ), an evolving concept in psychology, education, and organisational dynamics, defined as the ability of individuals to perceive, understand, manage, and regulate emotions. The foundations of EI stem from studies in psychology of social behaviour, emotional management, and intellect. This section explains EI's historical trajectory, underpinnings, and theoretical bases. Salovey and Mayer (1990) first laid the foundations, and Goleman (1995) popularised this concept. While academic performance is traditionally seen as quantifiable outcomes measured by GPA, standardised test scores, degree completion and academic awards and honours.

However, academic performance includes other determinants such as skill acquisition, mastery of subject knowledge, thinking and decision-making, writing proficiency and ability to apply knowledge in authentic conditions. Academic success is broader than most think, as it also incorporates social integration, sense of belonging and emotional well-being. Tinto (1994) models academic achievement as social integration and students' retention, while others emphasise the development of cognitive and psychological constituents in educational settings. For instance, Zuckerman et al. (2015) proposed a multidimensional approach which incorporates skills, engagement, self-efficacy and well-being.

2.1.1 The Roots of Emotional Intelligence

The first ideas on the impact of non-cognitive capabilities on human behaviour date back to early psychological theories. The preliminary notions of EI are based on Thorndike's (1920) concept of social intelligence, which he characterised as the ability to understand and manage

le. Thorndike used the term “intelligence”, correlating social competence to quantifiable and measurable cognitive capacity, drawing distinctions from abstract understanding of social functional aptness.

Subsequently, the conceptualisation of the conventional understanding of the intelligence has started expanding significantly by this time. Wechsler (1940) alluded to the multifaceted nature of intelligence, stressing that intelligence encompasses wider capacities of the human mind, including individuals’ capacity to function in society effectively and act purposefully, upon recognising the importance of non-cognitive factors. This theory further laid the foundations for modern theory.

Another distinction that connects the conventional understanding of intelligence and emotional intelligence is Gardner’s (1983) multiple intelligence theory. Gardner further challenged the notion that intelligence is a fixed concept, shedding light on other facets of this concept. According to him, intelligence has multiple unique modalities, including interpersonal and intrapersonal intelligence, which constitute core elements of emotional intelligence. Interpersonal intelligence entails the idea that people can function and interact with others in society effectively; in contrast, intrapersonal intelligence focuses on individuals’ capacity to recognise, understand and manage their own emotions. This evolutionary concept creates the conditions for emotional intelligence to be recognised as a unified construct to acknowledge, recognise and regulate emotions.

2.1.1.1 Salovey and Mayer’s – Ability EI Model (1990)

The term “Emotional Intelligence” was initially brought into academic discourse by Salovey and Mayer in their 1990 seminal paper “Emotional Intelligence”, defining “The ability to

incorporating findings in neuroscience and psychology, particularly integrating personality traits.

model of EI includes five key components:

1. **Self-Awareness** – the ability to comprehend one's own emotions and feelings, their causes, and their effect on individuals' thinking and behaviour.
2. **Self-Regulation** – the ability to regulate and control emotions and impulses, reacting flexibly and adapting to new circumstances.
3. **Motivation** – utilising and navigating emotions towards the accomplishment of goals and persistence.
4. **Empathy** – the ability to recognise and understand one's emotions, which also helps share emotions with others. Empathy is an important aspect of EI that develops interpersonal relationships and increases resilience in adults (Firmanda, 2025; Xing et al., 2023).
5. **Social Skills** – competence in the regulation of emotions and building functional relationships with others, enhancing communication and collaboration skills. (Mrisho & Mseti, 2024; Pellitteri, 2022).

Goleman emphasised that EI plays a powerful role in indicating success in both personal and professional domains than the conventional understanding of IQ, particularly in leadership and collaboration. Numerous EI training programs were developed adopting this model, gaining popularity in the realm of business and education. Nevertheless, Goleman's framework was criticised due to it wraps broader scopes and is less empirically rigorous than Salovey and Mayer's model, frequently confusing personality traits and emotional intelligence.

Concluding, conceptual frameworks on EI are based on the early psychological concepts of social and multiple intelligences. Salovey and Mayer (1990) conceptualised and defined EI,

ing the first academic foundations, whereas Goleman's (1995) framework played an important role in bringing EI into the spotlight.

Despite various perspectives in conceptualising EI, both these models underscore the vital roles of emotional awareness and management in personal and professional fields.

2.1.1.3 Bar-On's Model of Emotional-Social Intelligence (ESI) or mixed EI model

Reuven Bar-On introduced the Model of Emotional-Social Intelligence (ESI) in 1988, the most influential framework of emotional intelligence. Primarily, Bar-On defines ESI as a set of emotional and social skills proficiency that affect individuals' capacity to succeed in coping with environmental tensions and challenges.

Bar-On's model embraces five main competencies, diverging into 15 subscales.

1. **Intrapersonal Skills** – it involves individuals' understanding and perceiving their emotions, in other words, self-awareness, and assertiveness.
2. **Interpersonal Skills** - social awareness, which encompasses empathy, engagement with social events and responsibility, social skills such as communication and collaboration.
3. **Stress Management** - emotional regulation under pressure, which incorporates coping with stress and stress resistance, the ability to maintain emotional balance when a person is under stress; (Al-Shamaileh, 2023).
4. **Adaptability** – it entails the ability to adapt to new changes, overcome challenges effectively, make effective decisions, and enable to direct emotions (Rahgozar, 2011).
5. **General Mood** – includes emotional well-being and life satisfaction, which is associated with positivity, delight, and contentment (Thiébaut et al., 2005).

Studies with Bar-On's model indicated that the validity of this model with a significant predictive value; however, some researchers criticise that this model is different from personality tests, implying the complication of the associations and indicating the necessity of further studies.

2.2 Criticisms and Limitations of EI Theories

Emotional Intelligence has always been a controversial topic among scientists. Some research argues that EI is an umbrella term, mixing emotional skills, traits, and affect. This conceptual overlap has been an issue for decades. Later studies showed some distinctions between conceptual frameworks; nevertheless, the confusion remains relevant until the present moment. Kanasy and Daus (2005) indicated that EI is occasionally seen as an all-encompassing element for all positive behaviours, which compromises its value as a concept, whereas Mayer et al., in 2016 attempted to draw clear lines distinguishing between ability EI and trait EI. Further, Mendes and Mavroveli (2020) showed that the EI trait model is related to personality; however, distinction is in relatability to emotional self-perception. Disputes about the accuracy of definitions and measurement forms stem from the fundamental disagreement on whether emotional intelligence is an innate ability, a learned skill or an aspect of personality. However, despite these contradictory views, the latest studies have contributed significantly to the predictive power of trait emotional intelligence (trait EI) that goes beyond personality trait concepts. Pérez-z et al., (2022) studies showed that EI is connected to better emotional reconciliation, emphasising that trait EI institutes detailed emotional balance perspectives that boost behavioural abilities in social contexts, showing that the trait EI framework predominates Big Five personality traits.

Validity of measurement. Each EI model has their measurement scale models on which most studies are grounded. Primarily, they are the Mayer-Salovey-Caruso Emotional Intelligence

t (MSCEIT) constructed by Salovey et. al (2002), Trait Emotional Intelligence Questionnaire (TEIQue), which was developed by Petrides (2001), and the Emotional Quotient Inventory (EQ-i) by Goleman and Bar-On (1997-1999).

Matthews et al., (2004) criticised validity measurement tools, overstated claims and gaps in EI education, while others emphasised the necessity for developing tools based more on scientific principles to reach objectivity (Kret & Ploeger, 2015). Similarly, Furnham (2018) noted that most EI assessment tools do not meet the psychometric criteria needed in intelligence and personality assessment. However, Meta-analyses by Joseph & Newman (2010) and Van Rooy & Viswesvaran (2004), recent studies of Bru-Luna et al., (2021), Doğru (2022) and Quílez-Robres et al., (2023) demonstrated high validity and reliability of the EI assessment tools, particularly trait-based (MSCEIT) and self-report (EQ-i), which significantly predict job and academic achievement, with reliability coefficients above 0.79 and predictive validity beyond IQ and personality.

2.3 Academic Performance

Academic performance is measured by GPA, and it is credited for accuracy and remains a good indicator of academic outcomes. However, it is criticised for its limitations in not being able to capture critical thinking and creativity (Richardson et al., 2012). For cross-cultural measurement, standardised assessment tools are employed, such as the SAT and PISA. Trends in mathematics, reading and science performance in Kazakhstan have seen changes since 2009, and Kazakhstan is placed among the top 50 countries in math and science (OECD, 2023). However, 12 per cent of children in Kazakhstan were top performers in maths, reaching Level 5 and 16 in the PISA test, while the average percentage is 9 in other countries (OECD, 2023). This shows that academic performance is required to be developed, and the Kazakhstan government

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stantly implements regulations in the educational system to improve students' knowledge level narrow disparities, such as rural-urban differences. The cognitive aspects of academic performance have been discussed and examined constantly; non-cognitive skills should not be undermined because they sustain emotional well-being, social integration, and self-efficacy.

Furthermore, Research indicates that students who achieve success academically lead successful lives later after graduation. Research that expanded for 40 years by Symonds et al. (2023) show that classroom engagement is an indicator of higher levels of academic performance, had a consistent and reassuring positive influence on later adult knowledge acquisition and better employment.

2.4 The correlation between Emotional Intelligence and Academic Success in international arena

This part explores the correlation between Emotional Intelligence and academic performance among university students over the previous few years. Over the years, the significant impact of EI has on students' educational outcomes has been discussed and studied; EI teaching is implemented at the school level in some contexts. This literature review focuses on statistical relations and significance levels, encompassing the cultural and contextual influences that might have on EI and educational outcomes. This literature review involves research that employed both quantitative and qualitative methods in measuring the intricate relationship between EI and academic performance. This comparative analysis uses various studies, which employ EI measurement tools EQ-I, MSEIT, TEIQue, and SSEIT, and academic performance indicators.

Generally, studies cumulatively suggested positive relationships between emotional intelligence and academic performance; however, opposing views are still persistent, claiming no significant correlation between these two.

One of the most profound investigations by MacCann et al., (2020) revealed that the EI is important to academic achievement and emphasised that among older students who do more complex academic tasks, synthesising data from 158 sources with participants of 42000. It reported a moderate positive correlation ($\rho = 0.20$) between the EI and academic success, with objectively assessed ability-based EI predominating self-reported EI assessment in forecasting the expected results.

Further studies also have similar outcomes. Quílez-Robres et al. (2023) analysed 27 studies with just under 14000 participants and concluded that EI and academic performance are related with a moderate to high association ($r = 0.39$). Moderator analyses revealed no substantial influence of age, gender, or country; however, regional differences were noted, with higher correlations credited to Eastern countries and lower correlations in European countries. Similarly, research conducted on 518 Chinese university students by Shengyao et al., (2024) concluded that EI contribute to improved academic performance ($\beta \approx 0.25-0.35$), with mediating factors such as self-efficacy, motivation, and resilience, which help students to overcome challenges faced in educational settings. This research has a pronounced impact on postgraduate students. analysis share this perspective, meaning indicating the impact of EI on students' educational level was a moderate positive correlation but significant. Subsequently, a higher level of EI can enhance mental well-being, improve concentration, and control and employ emotions in stressful situations in decision-making (Puertas Molero et al., 2019).

Despite the endorsing studies above, some other research has contradictory evidence. Some research argues that the EI and academic performance correlations are significantly dependent on contexts and statistically inconsistent. Further, the majority of researchers claim that EI has no direct impact on academic performance, and it is only seen as a moderating factor between various variables such as culture, cognitive ability, and motivation.

For instance, according to research by Sánchez-Álvarez et al., (2020) synthesising 44 studies over 20000 secondary school students concluded that the EI and academic achievement as a moderator is weak to moderate positive: The ability-based EI models, which are often regarded as objective, showed weaker correlations with academic success, while self-report/trait-based EI measures (e.g., SSEIT) showed moderate associations with academic performance, but statistically insignificant. This study claims a positive connection exists between EI and academic success; however, it is not robust. Most studies refuse to support the direct impact of EI on students' academic achievement. A study conducted over 203 medical students by El Seifi et al., (2023) finds that EI is not affiliated with students' academic achievement levels, with a p-value of 0.41. This means that total EI scores did not differ substantially across divergent academic outcomes. Earlier studies (Barchard, 2003; Bilimale et al., 2024) demonstrated similar findings among students, concluding that EI has no link to academic performance outcomes. This longitudinal study with over a hundred participants shows that students with higher EI necessarily had higher academic outcomes (Bilimale et al., 2024), while dimensions of EI, such as managing emotions of self and others positively linked to physical exam scores, perception of emotions negatively related to exam scores.

2.4.1 Effective EI training strategies

The studies affirm that EI can be taught using Problem-Based Learning (PBL), effectively developing EI among undergraduate students (Luy-Montejo, 2019). Student-centred and active strategies can improve EI skills. Research also shows that other techniques, such as role-play, are effective in developing empathy, problem-solving, and being creative and other cognitive skills in situations which grounded in real-life scenarios. Amir et al. (2021) notes that employing the same student-centred approaches in EI education is effective: they help to increase students' emotional awareness, emotional regulation and knowledge. A lack of EI teaching programs and training interventions can be observed, especially among science students. However, overall, EI teaching interventions show positive outcomes. For instance, Gilar-Corbi et al., (2018) concluded that the experimental group showed a significant enhancement of EI skills, compared to a control group; EQ-i and MSCEIT measurements were employed. This study shows that, though students' emotional self-efficacy, however, it did not affect their academic performance, and students' ability to acquire knowledge was not targeted. It is worth mentioning that EI can be taught in physical education classes. A systemic review by Rico-González in 2023 concluded that in physical education classes, EI teaching was plausible and effective through verbal expression and relaxation techniques. The teaching approaches used in these studies to effectively teach EI were cooperative learning, community engagement strategies, and augmented reality games. The results show that successful programs involve collaboration, empathy and the well-being of individuals. Integrating EI in PE classes fosters students' personality growth and personal skills.

EI teaching is also impactful for teachers in managing classrooms and alleviating teaching stress, improving student-teacher interactions, and improving teacher instructional performances.

Ambe et al. (2020) highlights the vital role of EI for teachers, especially language teachers, and effectiveness of EI in handling stressful situations and improving communicative skills actively. This study emphasises that teachers with higher EI levels impact powerfully students' learning processes and encouragement, overall, it improves teachers' personal and professional development.

Affirmatively, the EI teaching programs are tangible and trainable to increase the students' academic success. Effective EI teaching involves incorporating EI into curricula, a supportive environment in the classrooms and increasing interpersonal relationships, such as peer and student-teacher interactions. These approaches are found to be critical in enhancing student engagement and study outcomes. Pashchenko et al. (2024) show that to reach a tangible EI effect, it should be integrated into educational frameworks, arguing in favour of including EI education in curricula. Academic success and fostering emotional regulation skills to achieve success in overcoming academic complexities and challenges. This study synthesises empirical data suggesting that EI largely influence students' outcomes, their motivation levels, strength and adaptability, reinforcing the robust associations between EI and academic success. This study was affirmed by Al-Jada and Owidi (2025) who claim a robust positive relationship between the teacher's EI and teaching effectiveness, with the values of $r=0.72$, $P<.001$. This study confirms that teachers with higher levels of EI input in enhancing student engagement and satisfaction in online studying, finding that 52 per cent of teacher effectiveness is attributed to the high EI. In addition, they verified that the robust relationships between students' EI and engagement in online learning; student engagement is explained by EI in 42 per cent. Other studies, furthermore, support that integrating various pedagogical approaches in EI training positively impacts students' engagement and academic outcomes. We can conclude that the effective EI training programs involve

rating reflective activities that promote emotional awareness of students, role-playing and discussions, and collaborative activities. They also highlight the importance of educators' high level of emotional regulation skills in developing supportive learning environments and implementing holistic educational strategies. Sekreter(2019) and other studies mentioned above, all, support that teaching EI is not only dependent on the training and pedagogical approaches used, but also the educators' or teachers' own EI competence, in reaching enhanced student engagement, better student-teacher communication and avoiding the misinterpretations and frustrating students to study or increasing student motivation. Studies which are grounded in developing all four EI dimensions (self-awareness, self-management, social awareness, and social competence) show that a structured approach in student training can facilitate cognitive, behavioural, and social-emotional learning, developing positive changes in students (Nelson et al., 2019).

Overall, various pedagogical approaches are effective in teaching EI directly and indirectly, including PBL, collaborative strategies, role-playing and group projects, and what is equally important is the competence level of educators.

2.4.2 Emotional disorders affecting academic performance

The research indicates that higher levels of mental health problems are directly linked to lowered levels of academic performance. For instance, Alshareef et al.(2024) concluded that mental problems such as anxiety and depression lower the academic outcome of students; on the other hand, positive emotions are linked to improved academic performance. Borba & Marin (2023) show that emotional disorders often lead to a lowered level of attention, negatively affecting overall academic performance. Furthermore, a study conducted by Esquivel et al. (2023) asserts that anxiety, concentration, and the ability to retain information worsen when students

ience higher levels of emotional disturbances, particularly anxiety and stress. This study also as that students who developed their ability to manage emotions show greater levels of ance and commitment, in turn, positively impacts their academic outcomes. Academic ons have a direct impact on academic outcomes; negative emotional conditions, on the , negatively impact academic performance (Chen et al., 2024).

However, numerous studies indicate that negative emotions can be mitigated by the ability otional regulation, claiming that students can capitalise on negative emotions in achieving ss in educational settings. Cognitive appraisal is also associated with an effective learning ss, which is a form of emotional regulation, including emotional suppression is correlated to academic performance (Nadeem et al., 2023). Higher levels of competence in emotional ation demonstrate improved academic outcomes, showing that it significantly boosts nts' ability to transform emotions into a catalyst to achieve success in academic performance. rch affirms that better emotional management enhances resilience in overcoming the nges in education and academic demands, leading to elevated academic attainment. Also, emotional management is linked to advanced levels of problem-solving, improved focus and ion, and accommodating the strategies to handle negative emotions, which hinders academic vement (Khan & Jameel, 2024).

Further studies show that (Khuram et al., 2021) students who endure higher-level stress in mic settings face challenges that often lead to other negative emotions, such as depression urnout; however, the students' EI level can mediate these factors, meaning that the advanced of EI can positively impact academic performance and mitigate emotional backlashes. This e supported by ch Pasha and Golshekoh (2017), who claim that EI has a positive impact on ating psychological disorders. Latter affirms that EI training improves social adjustment and

duces the levels of aggression and depression, contributing to enhanced levels of quality of life. Emotions have a powerful influence on academic outcomes and learning processes, including personal growth. Negative emotions in the classroom impede academic success. Agu (2024) confirms that EI is a powerful precursor in achieving proper conditions of mental health, affirming previous studies that EI improves resilience against mental health issues and accommodates strategies to cope with the obstacles. The study confirms the long-term effect of emotional regulation on the alleviation of mental health problems. Further, it is claimed that individuals with lower levels of psychological distress exhibit higher levels of life satisfaction. The ability to perceive emotions and understand them helps people to recognise the prior signs of emotional disorders, preventing them from turning into chronic and pathological conditions. The EI offers solutions for mental or emotional disorders; however, it may vary from one individual to another, and the level of EI interventions also might be different.

Most studies focused on investigating the connections between EI and academic performance among secondary and higher education affirmed the moderate positive relationships; however, there are few studies involving primary school students. Iurchevici (2024) conducted a study employing young school-aged students, the findings assert that students' academic performance was improved after interventions on teaching EI. Most studies concentrate on the presence of positive emotional changes impact on academic performance; however, utilising negative emotions to achieve positive academic outcomes should be studied. EI can play a significant role in moderating the negative emotions and improving academic performance; however, emotional disorders predominantly cause negative contributions to academic performance if emotional management is not taught effectively. Therefore, further studies should consider EI teaching interventions and their impact on navigating negative emotions.

2.5 EI among EFL students and its correlation to academic performance

Research shows that EI have an impact on students' classroom engagement and classroom rate, language learning strategies, and academic achievement.

Language learning encompasses the various aspects of cognitive capabilities, however, the act of non-cognitive factors is paramount, such as emotional interplay, social dynamics, and perceptions. EI is an important subject in predicting success in various aspects of human life, including academic performance and achieving general life satisfaction. Also, studies conducted among EFL students confirm the statement above, affirming that EI significantly contributes to improved language learning results among these students. To be precise, the studies below confirm notion; however, the contradictory views are also widely distributed. A recent study suggests existence of positive correlations between EI and academic achievement, with a coefficient of 0.78, which is a robust indicator, using Spearman's correlation analyses, however, the small amount of sampling restricts it from generalisations (Hasibuan & Irwandi, 2024). Previous studies have also been supportive of this view, supporting the correlation between EI and academic achievement, especially emotional utilisation and management, found to be correlated with academic success (Saud, 2019). Aljasir (2024) showed that EI contributes to student engagement in the classroom among EFL students, particularly motivation, self-awareness, and social skills attributes of high student engagement in language learning. EI contributes to students' willingness to communicate in language learning, with the components of EI, such as utilisation of emotions and regulation of emotions, being most impactful. Therefore, including studies above confirm the importance of EI in implementing it in the curriculum, emphasising the vital role of EI specifically in language learning. According to Çakici (2017) robust relationships were found between EI and foreign language achievement, further confirming the positive impact of

on language learning and communication. Çakici (2017) claims that higher levels of EI enhance understanding and expression of thoughts in the target language in alignment with the communicative language teaching target.

Evidence-based studies further support the direct relationship of EI to academic success. Oakland et al., (2024) confirm that teaching social and emotional regulations enhances mental health and academic achievements. The results of this study show that teaching EI among EFL students can improve student engagement, reduce mental problems, and increase teacher effectiveness. Overall, enhancing motivation and social skills. Zhang et al. (2022) confirmed the positive relationships between grit, social-emotional competence, and engagement in learning among Chinese EFL students. However, grit is intensely associated with academic achievement.

Reading. Another study based on understanding the impact of EI on EFL students' reading comprehension stated that students, after EI teaching interventions, showed increased reading outcomes (Abdolrezaipoor & Tavakoli, 2012).

Regarding using various strategies in language learning, Nisa and Ashadi (2024) claim that students who have higher levels of EI tend to utilise various learning strategies in comparison to students with lower levels of EI. This study notes the significant disparities in learning methods between these groups.

Other studies on improving academic literacy have also shown positive correlations with among EFL students. Yang and Duan (2023) showed that high EI impact on academic literacy. It concluded that elevated EI contributes to better academic outcomes in acquiring language proficiency. Furthermore, it concludes that EI has a positive impact in fostering collaborative, personal relationships.

Emotional disorders. It has been noted that mental disorders and mental issues negatively affect academic performance, as well as among EFL students. Song et al., (2010) indicated that stress hinders students' academic achievement, which is cognitive. However, it can be noted that there is a lack of diverse studies on the comprehension of EI teaching interventions' impact to overcome mental disorders among EFL students, whereas in other specialities, significant numbers of studies exist.

In the Kazakhstani context, it can be noted that there is a lack of studies on the connections between EI and academic performance, and global, to some extent, cannot be applied to Kazakhstani contexts. Cross-cultural studies confirm the significant impact of EI in improving language skills, academic literacy, and overall, in reaching academic achievement among EFL students. In the Kazakhstani context, the large-scale studies on understanding the direct relationships between EI and academic performance, particularly among EFL students, are scarce. However, some studies on non-cognitive factors' impact on academic performance among EFL students affirm that the classroom environment and student-centred approaches help to increase students' engagement and academic outcomes. For instance, a study conducted by Akhmetova et al.(2022) indicated that the classroom environment is weakly correlated to the academic outcomes of secondary school students, despite positive associations in other studies and was found to be not statistically significant. However, the study suggests the cause of these findings might be poor teacher-student interactions. Yessenbekova (2024) attempted to further understand these relationships. The study concludes that issues and challenges in language acquisition cause psychological issues and mental disorders among EFL students, creating a self-repeating cycle. It also notes that the peer and teacher interactions have both positive and negative impacts on language learning and overall academic outcomes. Makhsutova (2024) conducted research among TEFL master students to

understand the factors that influence their self-efficacy and concluded that a supportive environment and professional development increase the pre-service teachers' self-efficacy, in particular their confidence, improved teaching practices and student outcomes. Gerfanova et al. (2015) conducted mixed-method research on the challenges in teaching language learning among urban and rural settings and identified several factors impeding in reaching full language acquisition, among them are also poor student-teacher interactions in rural settings and the absence of resources and teacher qualifications. However, these studies do not explicitly address the impact of EI on academic outcomes and language learning within the EFL classroom settings.

Despite the presence of positive theoretical frameworks and literature impact of EI on academic achievement, some studies show opposing views, for instance, Degirmenci and Yavuz (2014) claim that EI has a positive impact on general academic achievement; however, they concluded that EI does not correlate with academic performance among EFL students, suggesting the absence of direct links between these two variables. Further, the study shows that EI components, such as interpersonal and intrapersonal skills, are connected to successful language learning.

It is essential that most studies only encompass certain social contexts and may not be enough to generalise. Therefore, more evidence is needed, including cultural background, considering teaching strategies and approaches, individual learning styles, and various variables that impact enhancing language skills and academic performance in the language learning rooms.

Research indicates that EI is subtly linked with linguistic skills, encompassing the various aspects of language acquisition and competence. Some studies emphasise the important role of EI in language acquisition and claim the direct associations between the two variables, while other

ies highlight the complexity of these relationships and the indirect effect of EI on the improvement of linguistic skills through students' classroom engagement and encouragement.

EI dimension and linguistic proficiency. According to the research by Martí et al., (2020) and Bar-On's mixed model concluded that the EI dimension – adaptability pertains to reading comprehension, and it predicts 13.2% of the reading comprehension. It also highlights that adaptability and stress management are highly associated with writing proficiency; it has an explanatory power of 13.2%. Degirmenci and Yavuz (2024) conclude that overall, EI is connected to academic performance among EFL students with a lower level of statistical significance. It emphasised that personal and interpersonal skills have a subtle impact on some aspects of language learning, further highlights that the relationships are context-reliant.

A study with the most robust positive correlational outcomes between EI and second language learning was conducted by Thao et al. (2023). A conducive environment for learning and dimensions, such as motivation, social skills, and self-confidence, enhances students' language learning skills. Overall, studies laid the theoretical grounds for EI dimensions enhancing language proficiency (Aljasir, 2024).

Concluding, most studies highlight the important role of the supportive learning environment and student engagement in achieving language proficiency.

2.6 The cultural and contextual factors influencing EI and academic performance

Various studies have indicated the cultural and contextual factors' role in shaping EI level and their impact on academic achievement. EI significantly correlated with academic performance among international students, while cultural adjustment plays the role of a mediator. Some research highlights that cultural diversity is important to consider while assessing the EI, as cultural

background shapes the way people communicate their emotions, and also has an impact on their parenting styles (Morales & Lopez-Zafra, 2009).

Another important factor is that students' socio-economic situation shapes their emotional regulation and responses. For instance, a study conducted by Garret & Haward (2024) employing a total of 1000 participants, stated that students with higher socioeconomic backgrounds often have access to resources that can contribute to their emotional regulation. This study also highlights the important roles of teacher-student relationships, social-emotional learning (SEL), and an inclusive environment in enhancing students' EI (the ability and trait EI models assessed) development (Brackett et al., 2011; Garret & Haward, 2024). Some studies noted that the EI's trait (the trait EI) as a moderating factor in the effectiveness of parenting approaches for adolescents' academic outcomes (Kokkinos & Vlavianou, 2021). Another study also highlights the potential of other factors that impact the relationship between EI and academic achievement. These moderating factors involve gender, age, and cultural background (Shukla & Verma, 2024).

EI is influenced by external determinants such as socioeconomic conditions, cultural environment, and personal variables, which in turn impact the academic outcome of students. The trait EI model shows that understanding and regulating emotions are established on the cultural backgrounds (Chen et al., 2021). This means the impact of a higher level of EI on academic performance is not substantial, and a direct correlation between these two variables is not promised.

Most studies confirm this notion, claiming that social skills serve as a critical mechanism moderating and mediating the EI and academic success relationships. Students with developed EI possess social emotional competence, which encourages them to bond with others, increase their

popularity, and build effective networks, all subsequently increases their chances for academic success (Argyle & Lu, 1990; MacCann et al., 2011; Schutte et al., 2001).

2.7 Gender differences in EI and academic performance

EI plays a critical role in achieving academic success, and EI levels vary depending on external factors, including gender. According to the research, female students usually exhibit higher levels of EI than male students, which subsequently shapes their personal and professional, academic success. These divergent levels of EI in females and males can bring insights to understand how EI affect the academic performance of students and better understand emotional learning. Despite the importance of these gender differences in understanding the EI role in achieving academic outcomes, this topic remains under-researched. This study by Chandel and Gupta (2017) with a total of 82 participants revealed that females demonstrated higher EI levels and higher academic performance than male students, which facilitated drawing conclusions that higher EI contribute to better academic outcomes. However, this study shows no significant difference in understanding, empathy, and managing emotions, while when it comes to motivation, the differences are notable. Also, Fayombo (2012) had concluded that gender differences in EI are significant, with female students outperforming male students in both academic and emotional learning. Recent studies have also witnessed this tendency across diverse studies. Asmamaw & Abela's (2023) study confirmed that female students score higher in most single units of EI. Higher emotional intelligence enhances students' academic self-efficacy (Saeed & Ahmad, 2020).

However, some studies argue that gender has no substantial association with EI (Fatima & 2023). A meta-analysis by Somaa et al. (2021) suggests that gender partially mediates EI and its impact on academic performance. Despite some studies confirming that female students usually score higher in empathy and emotional awareness, some argue this might be the repercussion of

traditional comprehension of how girls and boys are brought up and educated, which is founded in gender stereotypes. This is also validated by the study by Javed and Nasreen (2014), which is showing no difference between males and females on EI levels; however, in “adaptability”, females gained higher scores, which indicates that females develop behaviours and strategies that help them cope with challenges. More importantly, Goleman himself (1998) found no disparities between genders regarding EI. Overall, the controversial notions on gender differences in EI are present.

2.8 The key EI dimensions that influence academic performance

This research takes as its basis the Schutte Self-Report Emotional Intelligence Test (SEIT), which is also commonly known as the Schutte Emotional Intelligence Scale (SEIS), is an emotional intelligence (EI) measurement instrument that combines the trait EI model and the ability EI models' components, and it measures EI throughout different dimensions. However, the basis of Schutte's EI Scale is based on Salovey and Mayer's (1990), in which they define EI as “the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions”. This model was developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim in 1998, and they invented the SEIS scale, which is based on self-reported questions consisting of 33 questions. Primarily, it encompasses the four main constituents:

- Emotion perception and appraisal.
- Managing own emotions.
- Managing others' emotions.
- Utilisation of emotions.

Each EI dimension can be interpreted as below:

Perception and appraisal of emotions involve the ability to recognise and understand one's own and other people's emotions. This dimension embraces identifying and understanding emotions, including what one's emotions tell about their needs, intentions. Lazarus (1991) indicates that emotions emerge depending on how people evaluate events in corresponding to their needs and welfare. The perception of emotions also includes the ability to interpret verbal and non-verbal cues from the environment, meaning understanding emotions in contexts.

Managing emotions. Managing and regulating emotions in oneself and others involves helping people control and navigate their emotions, which is an important component of EI in increasing people's emotional stability and increased resilience. It encompasses the capability of regulating emotional responses regarding self and others, handling emotional shifts constructively and facilitating to maintenance of healthy relationships. Managing one's own emotions entails qualities as recognising emotions that you feel in the moment, acknowledging the reasons, understanding the causes of the emergence of certain emotions, and regulating emotions, for instance, restraining oneself from acting on their impulses or staying efficient and motivated while being discouraged.

Managing others' emotions involves empathy, social skills, and other interpersonal elements. For instance, offering comfort to others or resolving conflicts, and directing other people.

Utilisation of emotions. Utilisation of emotions is one of the components of EI, brought by Mayer and Salovey (1997). This measures the capacity to channel emotions to enhance cognitive activities such as better decision-making, problem-solving, attention, and creative thinking, facilitating flexible thinking, capitalising on positive and negative emotions. For instance, recognising the anxiety and utilising it to increase focus in completing tasks. In addition,

utilisation of emotions facilitates the performance, setting the tone for the effectiveness of the workflow; the enthusiasm of the group leader energises the group and confidence.

These dimensions are interconnected and cumulatively affect the enhancement of EI. The studies confirm that higher EI is associated with greater levels of academic achievement. Particularly, a study conducted by EI Seifi et al. (2021) utilising SSEIT discovered that an excellent academic achievement is linked to a greater level of the ability to manage emotions in others ($p=.004$), and likewise, it also concluded that the utilisation of emotions ($p=.042$) has predictive power of academic achievement. Furthermore, Ahmad et al. (2022) state that study among Malaysian underground students, confirming the validity and reliability of the adapted SSEIT through statistical analyses, further, they also measured four dimensions of EI and concluded the ability of the instrument for higher education settings and in line with the four-branch EI model endorsed by Mayer and Salovey. While other studies, for instance, Tommasi et al. (2023) emphasise the gender variations in understanding the emotional dimension being distributed differently, demonstrating that men are found to manage their own emotions better (intrapersonal skills) and excel in handling stress, while women perceive and understand emotions better and are better at managing others' emotions, which is also framed as an interpersonal EI factor.

In general, SSEIT measures vital components of EI, with each contributing to success in personal and academic areas. Addressing and enhancing each EI dimension, such as perception, regulation of emotions, and utilising emotions can assist in elevating emotional welfare and providing support of output.

2.9 EI in Kazakhstani educational settings

In Kazakhstan, emotional intelligence is seeing an emerging interest in developing the education system and attempting to reach academic excellence. This part explores the relationship

between academic performance and emotional intelligence studies in Kazakhstan, drawing important insights.

The relationship between EI and academic performance is positive according to studies, which is also consistent in the Kazakhstani context. A comprehensive study conducted (Kireyeva et al., 2024) among over 4000 students between 2019 and 2023 showed that EI and life satisfaction, managing stress, enhancing leadership qualities, and achieving better academic performance are tightly connected. Fillipova's (2019) study among undergraduate students in two universities showed that EI positively correlated with academic achievement. Correspondingly, Taibolatov et al. (2024) study among secondary school students indicates that students' higher level of EI corresponds with substantial academic motivation, disclosing that the EI level diverges depending on gender and age. Taibolatov et al (2024) indicated that female students possess a higher level of interpersonal emotional whereas male students have better intrapersonal skills, however, Kireyeva et al. (2024) concluded that EI is not impacted by gender and year of study.

In predictive components of EI, mostly self-awareness and self-regulation are found to be relevant in managing students' emotions and helping them stay focused on their academic goals, while empathy and other social skills contribute to improved interpersonal relationships, further enhancing collaboration in their learning experiences. Overall, self-awareness, self-regulation, motivation, and interpersonal skills such as empathy play important roles in enhancing students' emotional intelligence (Salleh et al., 2024; Shukla & Verma, 2024).

Cultural factors can contribute to the enhancement and development of EI. Further, this study indicates the culture's significant role in emotional management and expression across different societies. Kireyeva et al. (2024) compromised the applicability of Western EI models in Kazakhstan, emphasising the differences in cultural norms in perception and regulation of

otions across various cultures and highlighting the importance of considering cultural contexts implementing EI training programs. Another problem, in the Kazakhstan context, extended research is not found on emotional intelligence and academic performance, particularly in rural areas. There are significant gaps in educational settings in urban and rural areas. So, this study is relevant in understanding students' emotional intelligence levels correlation to their academic performance. Taibolotov et al.(2024) claimed that "a significant positive correlation between emotional intelligence and academic motivation among secondary school students in Kazakhstan". However, most studies overlook rural area students and are conducted only in large cities or at the university level.

Globally, there is a growing tendency to study and improve emotional intelligence, as it determines life success, in striving for holistic education. Comparative research conducted played that students possess higher emotional intelligence than students.

2.9.1 EI training in Kazakhstani schools

A study by Tuyakova et al. (2022) on EI training for future social pedagogues students has shown benefits in managing classrooms and the learning environments, demonstrating improvements in all five dimensions of EI. Another study by Tuyakova et al. (2020) using interactive technologies for EI training is effective in enhancing EI development. Kuznetsova et al. (2024) suggested that employing a comprehensive approach in integrating technology and training students' creativity and critical thinking skills, and developing emotional intelligence, helps humanisation in education. It is affirmative that teachers with a high level of emotional intelligence propel students' motivation and engagement, and can conduct structured lessons, note better student-teacher relationships, and enhance mutual understanding and learning. i et al. (2022) conducted a study over 40 pre-service teachers, concluding that most pre-service

chers have a moderate level of emotional intelligence. It is important to indicate that communicative, collaborative, and critical thinking skills are formed best at the senior level of school, secondary vocational, and higher education. However, the research does not indicate the training among secondary school students in the Kazakhstani context, and there is a significant in exploring the long-term training effect on students at different school levels.

CHAPTER 3

Methodology

3.1 Research design

This study employs a quantitative correlational design to investigate the relationship between emotional intelligence (EI) and academic performance among EFL students.

Quantitative analysis refers to numerical data using metrics such as formulas, statistics, and numerical figures. Quantitative research is based on the objective testing examining various variables. It is numerical data which is analysed by employing statistical procedures.

To be precise, this study is based on non-experimental data using pre-determined closed-ended questions to measure students' EI levels and correlate them with academic attainment. A correlational study is a non-experimental design, appropriate for understanding whether any connection exists between two variables, thus, without manipulating their natural occurrence, inferring numerical or statistical data. Additionally, if a correlation exists between these variables, it further defines the robustness of the relationship and its direction (positive, negative, or none). Ary et al. (2010, p. 349) indicated that "correlational research attempts to determine whether, and to what degree, a relationship exists between two or more quantifiable variables." As this study does not attempt to exhibit causality, the correlational research design is suitable for assessing statistically significant data analyses.

3.2 Data collection instruments

Emotional intelligence is an independent variable that is measured by a standardised psychometric scale - Schutte Self-Report Emotional Intelligence Test (SSEIT) or the Schutte Emotional Intelligence Scale (SEIS). In contrast, academic performance, a dependent variable, self-reported grade points were collected for 4 core subjects among EFL students for a term, the

can grades were employed to correlate it with students' EI scale. These subjects are tightly connected to language learning, such as academic writing (C1 level), English for specific purposes, scientific research methods in applied linguistics, and classroom management. Academic performance was assessed through the EFL students' final grades in core relevant subjects, due to the small sample size, to receive more reliable and accurate results.

This SSEIT is constructed in alignment with Salovey and Mayer's (1990) EI model; however, it is closely tied with the EQ-I model of EI. The four EI dimensions are measured through SSEIT, which includes perceiving emotions, utilising emotions, regulating one's own emotions and managing others' emotions.

The Schutte's Self-Report Emotional Intelligence Test consists of 33 items, utilising scales from 1 is assigned for strongly disagree, to 5 is strongly agree for responses. The responses are summed up, and a total score helps to infer data about participants' EI levels (Schutte et al., 1998). SSEIT shows high validity in measuring related constructs such as alexithymia, emotional awareness and recognising emotions, mood regulations, positive outlook or optimism, and impulse controls. Furthermore, predicted academic performance in first-year college students and demonstrated expected group differences in outcomes (Schutte et al., 1998).

The internal consistency is also found to be robust, and test-retest reliability also exhibited strong correlations (Schutte et al., 1998). This measurement scale is designed to detect personal development and is utilised for research. The study emphasises the validity and reliability of SEIS research and clinical analyses; however, it is designed to assess self, therefore might inferentially desirable responses and compromise the results.

3.2.1 Sampling

The sample of this study is 30 EFL university students, which ensures their increased probability of involvement in introspective self-evaluation, which helps maintain the accuracy of data. A purposive sampling method was used in the study to recruit participants. This is a non-probability sampling that involves selecting participants based on predetermined characteristics. Non-probability means not every individual has a chance to be selected.

Purposive sampling, participants were employed intentionally based on their study degree. The inclusion criteria involve: They should be bachelor's degree students; Next, the participants had to be willing to complete the EI measuring questionnaire – SSEIT and agree to disclose their academic performance records. Thus, purposive sampling is suited best for participant sampling, which increases the internal consistency.

3.2.2 Data collection procedure

The data was collected through an online questionnaire; in this way, accessibility and convenience of responses were maintained. Participants were selected employing a purposive sampling technique, ensuring their suitability inclusion criteria. An online questionnaire was sent to two online group chats, where students have access to respond. The questionnaire covered two sections: 1. Informed consent, in which students were introduced to the purpose and process of data collection and ethical considerations and were asked to provide their consent. 2. Data collection instrument, in which students complete the SSEIT and provide their average academic performance grades for four language learning subjects. Data was collected through Google Forms. The first section provides transparent information about the purpose of the study, an explanation of procedures, the ethical considerations, including the volunteer nature of the study, and the possibility to withdraw at any moment if participants find it necessary. The second

tion consists of two parts. First, they need to complete the form consists of EI measuring questions with 5 Likert scale, which is the Schutte self-report emotional intelligence scale (SIS); second, they need to report their recent final grades for four core subjects.

3.2.3 The ethical considerations

The full anonymity and confidentiality are secured; participants' responses are automatically collected and protected in a Google form in the personal account of the researcher with a password. To provide sufficient time for data collection, respondents have been given two weeks to respond; participation was voluntary, and overall, only 30 students participated in the study.

All ethical considerations are strictly maintained, participants' ages are above 18, and data collection consists of pre-determined questions, which were also used for adolescents in the previous studies, so it indicates the age appropriateness of questionnaires and absence of any sensitive information contained in the EI measuring tool. Participants were assured anonymity of their responses and securing them strictly confidential.

CHAPTER 4

Results and discussion

4.1 Research analysis

This study collected data using a self-assessed questionnaire to measure emotional intelligence (EI) and reports regarding students' academic performance from EFL students in Kazakhstan. The study aims to understand the correlation between EI and academic success among EFL students. Schute Emotional Intelligence Test (SSEIT) and self-reported grade points are employed to reach the study aims.

This study investigates the research hypotheses that: 1. there is a significant correlation between EI and academic performance among EFL students; 2. emotional management significantly predicts academic performance among other EI dimensions. The study uses correlational and multiple regression analysis to infer results. These techniques were employed to determine the extent to which EI, the independent variable connected to academic performance, is a dependent variable. Overall, 30 observations were utilised for data analysis.

4.1.1 Correlational analysis results

Pearson's linear correlation coefficient and Spearman's monotonic correlation coefficient to ensure the reliability and robustness of the obtained results.

The results of Pearson's linear correlation coefficient. The Pearson correlation coefficient (r) is used to understand the linear relationships between variables.

The results of Pearson analysis show that positive medium correlations between emotional intelligence (EI) and academic performance, with values $r(28) = 0.42, p = .022$. A p value indicates that the results are unlikely due to random chance; consequently, the null hypothesis is rejected. In other words, the results confirm the statistical significance of

relations between EI and academic performance. A small p-value maintains high support for the alternative hypothesis (see Figure 1).

The test statistic $t(28) = 2.424$, which exceeds the 95% confidence level, indicates the presence of robust evidence supporting the alternative hypothesis, thereby rejecting the null hypothesis. The confidence interval falls within the $[0.06613, 0.6754]$ category, which lacks zero, thus confirming the correlations are absolute, statistically significant, and positive in the population.

Figure 1

The Scatter plot of relationships between academic performance and EI

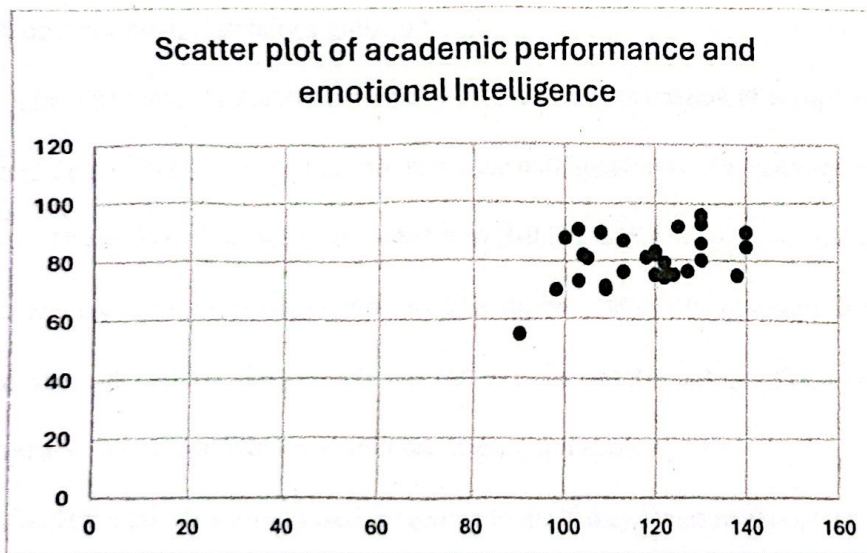


Figure 1 indicates the distribution of academic performance and emotional intelligence. It shows the positive upward movement, which shows that higher EI is associated with higher academic performance.

Outlier analyses. The Tukey Fence method was used to assess the outliers. It reveals the value $k=1.5$. The results indicate that the independent variable (EI) does not contain outliers. An outlier was detected in the dependent variable (academic performance) with the approximate

indicators of 3.33%. Notwithstanding that, paired observations exhibit no outliers, having a minimum effect on correlations. These results demonstrate the reliability of the correlations.

Spearman's rank correlation results. The Spearman's correlation coefficient is used to understand the nonparametric correlations between the variables. It measures the weight and dynamics of relationships, which is also insensitive to outliers.

The results of the analysis confirm a medium positive correlation between EI and academic performance, $r(28) = 0.338, p = .067$; however, statistically non-significant. A p -value larger than the .05 threshold, which means the result cannot reject the assumption of the null hypothesis. Thus, there is a possibility that sampling is due to random chance, and the correlations are not statistically significant.

The t-test statistic results $T = 1.9034$ do not exceed the region of acceptance (± 2.0484) at 5% confidence level, thereby it cannot reject the null hypothesis of absence of correlation at the 5 level. The 95% confidence interval has zero ($[-0.05293, 0.6397]$), which indicates that the correlations are not statistically significant. In a nutshell, the positive medium correlation exists between students' EI levels and academic performance, but it is not significant enough to support the existence of real correlations within the larger population.

Outlier analysis was assessed according to the Tukey Fence method, with $k=1.5$. It includes the absence of outliers in both variables.

Assumption confirmation.

The Shapiro-Wilk test concludes the assumption of normality distribution, with $W=0.960, .305$ at the range of $\alpha=.05$ in academic performance. Also, approximately the same results can be seen in EI. The test reveals no statistically significant results, with $W = 0.966$ and $p = 0.425$,

which indicates that it does not fall outside the normal distribution significantly, thereby confirming the assumption of residuals being normally distributed.

Table 1

The Shapiro-Wilk assumption confirmation results

Variable	W-statistic	p-value	conclusion
Academic performance	0.960	0.305	Normally distributed
Emotional Intelligence	0.966	0.425	Normally distributed

Table 1 shows the normality of the distributions of the variables through the Shapiro-Wilk test. The results confirm the normality of distributions.

4.2 Multiple Regression results of the EI dimensions.

The regression analyses were utilised to investigate the relationship between each EI component, using SSEIT, which is a tool that was used to collect data about students' EI levels. SSEIT encompasses four dimensions, such as perception of emotions, regulation of emotions of self and others, and utilising of emotions. Therefore, there are four predictors which are independent variables. According to the results, managing others' emotions demonstrated higher relations to academic performance.

The multiple regression analyses show that the correlation coefficient demonstrates a moderate positive linear relationship between EI and academic performance, with a value of multiple $R = 0.52$. $R^2 = 0.27$, meaning that only 27% of the variance has substantial explanatory power. The adjusted power explains .15.1% of the variance, which is relatively below the average variance. The standard error indicates 8.124, suggesting a moderate array of residuals. The sample size is 30. The adjusted R implies that the results are statistically significant enough to generalise.

The ANOVA results. Statistical significance indicator shows low predictive power, with metrics of $F=2.3$, p -value of .088, which is larger than the standard threshold of .05. Nevertheless, it is significant at the 10% level on the small scale. In other words, the F-statistic exhibits some predictive power, particularly considering that the sample size is small ($n=30$) (see Table 2).

Table 2

ANOVA results of multiple regression analyses

Source	Df	SS	MS	F	Significance F
Regression	4	604.70	151.17	2.29	0.0878
Residual	25	1650.00	66.00	-	-
Total	29	2254.70	-	-	-

Table 1 indicates that this regression model shows the four independent variables have a possible weak impact on the academic performance of students; however, these relationships are not reliable.

Further multiple regression results reveal that the intercept is statistically significant, with $B = 47.85$, $p = 0.0026$. When the independent variables are zero, the expected value is 47.85. This lays the ground value, which is the impact of predictors (see Table 3).

Perception of emotions. The correlation coefficient indicates that the perception of emotions does not correlate with academic performance, with a value of -0.32. Particularly, for every 1 unit increase in perception of emotions, a 0.32-unit decrease is attributed. Furthermore, the statistical significance indicates a p -value of 0.51, meaning that the predictor influence is not statistically significant. Overall, the results indicate a negative correlation between perception of emotions and academic performance; the small p -value does not indicate an important and reliable association within the population (see Table 3).

Managing one's own emotions. Furthermore, this study examines managing one's own emotions, which encompasses intrapersonal skills. The results show that managing personal emotions is correlated with academic performance at a positive moderate level. The EI dimension - managing one's own emotions explains 0.54 of the influence on academic performance. However, it is not statistically significant; a p -value of 0.4 indicates insufficiency of evidence to conclude a substantial impact on the outcome of the dependent variable (see Table 3).

Managing others' emotions. The coefficient indicates a number of 0.85 with the p -value of 0.13, exhibiting positive but moderate associations between managing others' emotions and academic performance. This relationship is the strongest among in comparison to other variables, however, it is not statistically significant, with a p -value of 0.13. However, among the other variables, it has shown the closest predictive explanatory power (Table 3).

Emotional Utilisation. The correlation coefficient is .07, and the p -value of 0.89, which indicates a lower level of correlation between variables. The p -value is higher than the threshold of 0.05, which is statistically not significant. Overall, it means the correlations between the utilisation of emotions and academic performance are minimal, and the null hypothesis cannot be rejected. The associations between the variables are not substantial and reliable (see Table 3).

Table 3

The results of multiple regression analyses

Predictors	B(Coefficient)	SE	T	p-value	95% CI
Intercept	47.85	14.33	3.34	0.003	18.34-77.37
Perception	-0.32	0.47	-0.67	0.509	-1.30-0.66
Managing own em-s	0.54	0.62	0.87	0.392	-0.73-1.81
Managing others'em-s	0.85	0.55	1.56	0.132	-0.28-1.98
Utilisation	0.07	0.50	0.13	0.895	-0.96-1.09

Table 3 indicates that the independent variables – perception of emotions weakly negatively correlate, and utilisation of emotions is weakly positively associated with academic performance, while managing one's own and others' emotions have moderate positive correlations. However, all these variables are not statistically significant, as p-values are above 0.05.

The overall outcome of the multiple regression demonstrated the absence of real explanatory power among the four components of EI, specifically, perception of emotions, managing one's own emotions, managing others' emotions, and utilisation of emotions among postgraduate EFL students. The model explains that 27 per cent of academic performance is predicted by EI dimensions, despite not reaching the statistical significance of .05.

Managing others' emotions exhibits the most meaningful and robust relationship with academic outcomes.

4.3 Discussion

This current study aimed to examine the correlations between emotional intelligence level (EI) and academic performance scale among EFL students. Additionally, it calculates the correlations of each EI component with academic performance, namely, students' ability to perceive and appraise emotions, manage their own emotions, manage others' emotions, and utilise emotions. To correlate these variables used students' self-reported grade points and Schutte's Self-reported Emotional Intelligence Scale (SSEIS) were used. The data was collected through online questionnaires. It consisted of three stages: collection of the consent letters, 33 question items on determining EI levels of students, and a self-report of students' academic performance grades.

After running correlational and multiple regression analyses between variables, the results revealed that the correlations between EI and academic performance exist at a moderate positive level. For simple correlation analyses, Pearson's linear correlation and Spearman's rank correlation coefficients were used to obtain accurate and reliable outcomes. Pearson's linear correlation coefficient indicated an upward but moderate relationship between EI and academic performance, which is statistically significant. While Spearman's rank correlation coefficient indicated the presence of a positive moderate relationship; however, this relationship is not statistically significant, with the p-value crossing the border of .05 threshold. Multiple regression analysis confirms the presence of associations of EI dimensions with academic performance, at a medium strength positive. Furthermore, each EI dimension that predicts academic performance was examined, and results indicate that managing others' emotions is more strongly connected to academic performance, while managing one's own emotions and perception of emotions are runners-up; utilisation of emotions shows the lowest predictive value.

Interpretation of the results. This study reveals that EI is associated with academic performance, which mirrors the prior studies supporting this relationship. Numerous studies revealed that the elevated level of EI is associated with improved academic performance due to ability to manage and navigate, control impulses and increased resistance, the ability to find and utilise coping mechanisms, and the capability of staying self-efficient and motivated. It concludes that higher EI is associated with academic performance to a positive to moderate extent. These values indicate that increased EI can contribute to increased academic outcomes; however, this relationship is not strong enough; the simple correlational model shows about 0.42 of the variances of academic performance is explained by EI. This result is

supported by other studies, such as the meta-analyses by MacCan et al. (2020) with $\rho = 0.20$, indicating a positive moderate correlation, whereas another study by Sánchez-Álvarez et al. (2020) demonstrates that EI has a weak to positive predictive power in attributing to academic success. Results of Pearson's and Spearman's correlation coefficients concluded that there is a positive correlation, but at a moderate level. The previous studies affirm the positive association between EI and academic performance, including Almegewly et al. (2022), Quílez-Robres et al. (2023), Shengyao et al. (2024), Puertas Molero et al. (2019).

Despite the large-scale studies confirming the positive predictive power of EI in improving academic performance. Some studies deny these claims, arguing that the EI association with academic performance is inconsistent and even negligible in certain contexts, compromising the statistical and practical significance of the correlations between these two variables. For instance, some studies indicate that personality traits such as conscientiousness or other cognitive abilities might overlap with these relationships or have a stronger value in predicting academic performance than EI (Jahan et al., 2022). Nevertheless, the reasons for these studies showing differing conclusions from the current study might lie in using mixed methodological approaches despite some using self-reported measuring instruments such as SEIS; the results primarily contribute to the ability (e.g., MSCEIT) and trait models of EI, also the impossibility of rejecting the contextual and demographic discrepancies (MacCan et al., 2020; Assainy & Al Wahaibi, 2023).

Furthermore, it is important to note that these studies use different data collection tools in the methodology part, therefore, studies employed various data collection tools, which can compromise the results or might influence the reliability and accuracy of the effects. However, studies affirm the reliability of the results employed by SEIS. O'Connor et al. (2019) claim that

SEIS has high internal consistency, with Cronbach's alpha coefficients ranging from $\alpha = 0.90$ and test-retest reliability.

In addition, more and more new studies support the vital role of emotional constituents in academic settings, claiming that emotional regulations are linked to improved psychological well-being, which has a general positive influence on further development of students in educational settings (Wang & Yan 2018; Hussainy & Wahaibi, 2023). A study using Schutte's emotional intelligence scale (SEIS) conducted by Mohammadi Orangi et al. (2022) claims that there is a robust relationship between EI and motor competence among 540 students. These studies indicate the significant level of validity and reliability of SEIS or SREIT. Overall, there are contradictory views in ensuring EI correlation to academic performance; the dispute seems not to extinguish, while the current study proves that EI is moderately positively correlated to academic performance. Highlighting that EI is context-dependent, this study contributes to understanding deeply the correlations between EI and academic success in the Kazakhstani higher education contexts.

Statistical significance of the study. Despite the current study showing statistical significance of data, a discrepancy is seen in the practical significance. There are some subtleties to consider in a full comprehension of research results. One of them is that the statistical significance of the study reveals that students with elevated EI can have better academic outcomes; however, the practical application might not yield the same expectations. If it is observed closely, the regression coefficient of the data indicates that for each 1-unit increase in EI, there is to upward increase of 0.26 units. Considering that academic performance is measured on a 10-point scale, each 1-unit increase in EI only improves academic performance at a modest level. These relationships are statistically significant; however, they might not be practically significant,

demands further empirical, evidence-based research to understand the practical significance of the relationships between these variables.

EI dimensions influencing academic performance. Multiple regression analyses reveal the model explains 26.8% of the variance; however, the correlations might be due to random chance, with the p-value being larger than the required number, which means that it is not significant to generalise to a larger population. To be precise, the EI component – managing others' emotions indicated the strongest positive impact among other components, with the value 0.58, similarly, managing own emotions is also moderately positively connected to academic performance, with the value of 0.54. However, utilisation and perception of emotions are associated with academic achievement at the weak to moderate positive extent. These results are consistent with the prior studies, for instance, an evidence-based study by Parker et al. (2004), concluded that several EI dimensions have robust correlations with academic achievement, with a sample size of 372. However, the utilisation of emotions in this current study concluded that the association is marginal, while in the study by El Seifi et al. (2023) perception of emotions and the ability to manage emotions have meaningful and reliable correlations. According to Downey et al. (2008) higher academic performance is linked to higher levels of EI. They confirm that subscales such as managing and controlling emotions have more predictive value in achieving academic success in subjects like maths and science, while understanding emotions pertains to art and geography. However, the number of studies on each dimension of emotional regulation is insufficient to make an explicit inference. Precisely, managing one's own and others' emotions is prominently associated with academic success; emotional regulation helps students reduce stress and improve their resistance, and

Emotional skills are necessary for collaborative activities and communication. Higher levels of emotional regulation and utilisation of emotions contribute to understanding and navigating emotions.

4.3.1 Implications for practice

It draws several implications for further studies, highlighting the importance of providing EI improvement training within the institutions, considering individualised EI training for students with special needs, to enhance the peer and student-teacher relationships, encourage parental involvement and make regulations in educational policy.

EI training implementation. According to the results of this study and based on the previous studies' outcomes, EI strengthens the academic pursuit of success. EI training contributes to improving students' ability to understand, manage, and navigate emotions, and enhances their emotional and social awareness. Research indicates that EI training significantly impacts students' academic outcomes. Therefore, universities and schools should take into consideration implementing EI training into their educational programs.

Integrating EI in the curriculum and the mere ability to acknowledge and understand emotions help to create a conducive environment for learning and improve the students' learning outcomes. It also contributes to better communication skills and collaboration within the classroom, which improved student-teacher relationships.

Teacher training. Considering that EI plays an important role in communication and enhancing teacher-student relationships, teaching EI for pre-service and practising teachers is essential. Educators with higher levels of EI create a positive learning environment, which is helpful in increasing students' emotional awareness, emotional management, additionally, it impacts the academic performance of learners.

Individualised learning programs. Integrating EI teaching in educational programs can benefit students with different mental disorders and special needs. EI training classes benefit students who struggle with anxiety, stress, and depression (Augusto-Landa et al.(2024); Kaushal & Alam, 2023). In addition, disorders such as autism spectrum disorder (ASD) and ADHD. For instance, a study by Rahmawati & Rahmatullah (2024) indicate that children's emotional intelligence with ASD improved significantly through emotional training interventions.

Improved peer relationships. Increasing students' emotional awareness and management helps students to build improved peer relationships and increase their communication skills, which is conducive to learning and collaboration and decreases bullying at schools. According to Güler & Turan (2022), EI explains a small variance of improved peer relationships. This study further develops the notion that higher EI levels are linked to better communicative skills, problem-solving, and building stronger relationships. Tabash et al.(2023) confirm that enhanced peer interactions improve the academic performance of students.

Parental involvement through EI training programs. These programs help parents understand their children in the home environment. It helps better cope with stress and challenging situations, and build relationships that can be trusted and safe, which in turn, prevent reduced stress, depression and misunderstanding between parent and child relationships.

Policy development. Unfortunately, the school curriculum consists of improving students' cognitive skills and knowledge, and to this day, the educational system disregards the importance of non-cognitive factors such as EI that influence students' academic performance. Therefore, implementing EI teaching into the curriculum is important, as it is found that it increases students' academic attainment and positively impacts their overall well-being.

4.3.2 Limitations of the study

Although this study contributes to a better understanding of the role of EI in academic success, it has several limitations. One of the shortcomings of the study is a comparably small sample size, which compromises the generalisability of the results to a larger population of students. Despite the results being consistent with previous studies cross-culturally, the larger sample size would increase the inclusion of diverse perspectives and yield more reliable and valid data.

The next factor that limits this study is that it was conducted with EFL students in a university in Iran, which compromises the diversity of the perspectives. Prior studies confirmed that cultural and contextual factors impact students' ability to understand and express emotions; therefore, further studies should acknowledge and encompass different contexts within Iran, considering demographical factors, socio-economic backgrounds, mental state of participants, and parental involvement, which impact students' academic performance along with their ability to emotional regulations.

Another factor that questions the validity of the results is the sampling method. The convenience sampling method was employed for the collection of participants. In particular, the study is reliant on the inclusion of only certain categories of participants, meaning that the study is prone to bias in the sampling and may not capture the full volatility of emotional intelligence and its impact on academic success.

Further, data collection was grounded on the established questionnaire of Schutte's self-report Emotional Intelligence Scale (SSEIT); however, this questionnaire, which consists of 33 items, is reliant on students' self-reports. Specifically, the possibility of socially desirable and

Self-assessment reports is higher than when using other data collection techniques, the accuracy of the data, despite the prior studies confirming the reliability of SSEIT. Another issue is that the nature of the study is cross-sectional, meaning it cannot draw inferences. The results of the study show the possibility of EI predicting academic success, but it does not conclude the presence of a causal impact.

CHAPTER 5

Conclusion

The purpose of the study was to investigate the correlations between emotional intelligence (EI) and academic performance among EFL students. The outcome of the study is that EI is associated with academic performance at a positive but moderate level. The method of the study is a quantitative correlational method. Data was collected using Schutte's Self-Reported Emotional Intelligence Test (SSEIT), and prior studies and analyses confirm the reliability and validity of this current measurement tool. The findings indicate the probability of meaningful relationships between EI and academic achievement.

The results contribute to the emerging interest in the field of non-cognitive factors affecting students' learning outcomes, particularly in Kazakhstan. Emotional Intelligence (EI) is gaining attention in diverse fields of science, particularly in education, as it has a significant impact on dealing with emotions. EI training helps students, along with teachers, to understand and direct emotions in the proper flow. Integrating EI teaching in the curriculum, using workshops, and educational programs can help students and teachers build positive meaningful relationships, avoid misunderstandings, and harness emotions for achieving better outcomes.

Despite the results of the current study aligning with prior studies, it has limitations that ought to be acknowledged. The study was conducted among EFL master students in Kazakhstan, with a sample size of 30. The sample size is minimal for the quantitative nature of the study; therefore, this is insufficient to draw broad conclusions. Additionally, the data was collected through self-reported data, which might also weaken the reliability of the data.

the further studies must consider involving various cultural and contextual information, demographic data with a greater number of participants, longitudinal and experimental, and data-based studies using various data collection designs.

5.1 Implications for future studies

The results indicate the meaningful correlations between EI and academic performance; therefore, there are a few factors that further studies need to consider and utilise.

One of the important things to consider is the methodology part, using diverse sampling and data collection tools.

There are diverse established instrumental tools that help to measure the EI levels of the students, in line with each type of EI model, such as the trait EI model and the ability EI and mixed EI models. The various models might be used to obtain accurate and credible

Furthermore, future studies should also concentrate not solely on quantitative data but also include qualitative data, such as observations or open-ended surveys, which helps to gain a meaningful comprehension of the EI's impact on academic achievement.

In addition, future studies should consider including a broader sample size from diverse regions, which helps to infer more solid and generalisable data, considering the demographic factors, socio-economic status, linguistic and cultural backgrounds across the region. The limited number of prior studies in Kazakhstan with different factors impacting EI shows the necessity of further broad, large-scale data collection and analyses. It would be better to collect generalisable and broad data, consequently, with the chance of improving students' well-being and learning process equally.

Besides, new studies should involve conducting longitudinal studies to comprehend the emotional intelligence training or enhancement tools to reach academic achievement over the learning process, in order to observe how dynamics change in enhancing emotional awareness and its impact on academic performance.

Additionally, to investigate the real substantial impact of EI training on academic achievement and psychological welfare, further empirical and interventional studies are essential.

Lastly, future research should investigate the mediating and moderating factors, such as motivation levels, stress, teacher and parental support, which interfere with EI that academic performance.

These implications can help to create theoretical foundations in the field of psychological and practical applications in educational policies, and integrate into the school

5.2 Recommendations

Based on the inferences of the current study, it proposes several recommendations on applications and is grounded on further research.

1. **Integrate EI training in the curriculum.** Integrating EI in the educational programs helps to increase students' capability to understand, navigate and control emotions; enhances students' ability to cope with the challenges and stress, develop resistance, and personal skills such as communicative and collaborative qualities.

2. **Teacher training.** Providing professional training programs for teachers in educational institutions would help enhance their emotional regulation skills, further develop

er-student relationships and contribute to building a conducive environment for
ing.

3. Promote Parental Involvement. Parental involvement has a positive impact on
oping EI skills, such as understanding, regulating, and controlling emotions.
uraging students and validating emotions increases students' motivation and coping
anisms.

4. Design culturally relevant EI training programs. Studies confirm that diverse
al uniqueness has a direct impact on people's perception of emotions and the way
e express them; therefore, it is important to conduct large-scale research that
passes the cultural and contextual variance and create EI training educational
ms at various levels.

5. Promote Future Research. Subsequent research is needed to investigate studies
volve larger sample sizes, include various geographic ranges, and endorse longitudinal
mpirical methodologies to quantitative and qualitative methods to understand the long-
mpact and causal associations between emotional intelligence and academic
ement.

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Appendix A

Schutte Self-Report Emotional Intelligence Scale

Please indicate how much you agree with each of the following statements using

1-5:

1 Disagree

3 Agree nor disagree

5 Agree

1 I when to speak about my personal problems to others.

1 I am faced with obstacles, I remember times I faced similar obstacles and overcame

1 I expect that I will do well on most things I try.

1 I expect people find it easy to confide in me.

1 I find it hard to understand the non-verbal messages of other people. (Reverse scored)

1 I think most of the major events of my life have led me to re-evaluate what is important and not important.

1 When my mood changes, I see new possibilities.

1 I think emotions are one of the things that make my life worth living.

1 I am aware of my emotions as I experience them.

1 I expect good things to happen.

1 I like to share my emotions with others.

1 When I experience a positive emotion, I know how to make it last.

se events others enjoy.

out activities that make me happy.

are of the non-verbal messages I send to others.

at myself in a way that makes a good impression on others.

I am in a positive mood, solving problems is easy for me.

king at their facial expressions, I recognize the emotions people are experiencing.

why my emotions change.

I am in a positive mood, I am able to come up with new ideas.

control over my emotions.

ly recognize my emotions as I experience them.

ivate myself by imagining a good outcome to tasks I take on.

pliment others when they have done something well.

aware of the non-verbal messages other people send.

a another person tells me about an important event in their life, I almost feel as

ph I have experienced this event myself.

■ I feel a change in emotions, I tend to come up with new ideas.

■ I am faced with a challenge, I give up because I believe I will fail. *(Reverse scored)*

ow what other people are feeling just by looking at them.

other people feel better when they are down.

good moods to help myself keep trying in the face of obstacles.

■ tell how people are feeling by listening to the tone of their voice.

s difficult for me to understand why people feel the way they do. *(Reverse scored)*

Appendix B

Ethics committee response

Thank you for filling out Ethics Self-assessment Form External Unsubscribe

Research Ethics Committee <no-reply@involvement.com> Unsubscribe

Fri, Apr 11, 6:37 AM

Hi Talshyn,

We've received your submission. Based on the information you provided, you don't need to apply for Ethics Review and you can continue with your research project.

Thank you
Research Ethics Committee

Out-011

Appendix C

Consent to Participate in Research

ent,

ire is part of a master's thesis project that aims to examine students' emotional
(I) levels and its correlation with academic achievement. Participation is voluntary,
nd your responses will be used solely for academic research purposes. The
consists of questions related to emotions and academic achievement.

a invited to take part in an interview as part of this study. Thank you in advance for
e to read this information sheet.

study aims to identify the correlation between emotional intelligence (EI) and
ievement. Investigating the influence of EI on students' cognitive abilities and
formance helps to deepen the understanding of non-cognitive factors in education
a theoretical basis for future studies.

Selection: You have been selected for this study based on your enrollment in one of
in a small town. The questionnaire will be conducted online with the participation of
ur involvement is very important for the outcome of this study.

ne questionnaire is expected to take approximately 10–15 minutes, though you may
me if needed.

benefits: There are no risks associated with participating in this research, as it is not
cause any harm to participants. Instead, it aims to gather students' opinions and
Your participation will not affect your academic performance or grades. While there

benefit to you, your input may help improve understanding of fair assessment and aid improving their teaching practices.

g: All data collected during the study that could identify you will be kept strictly and disclosed only with your permission. Your responses will be presented in the final results. Raw data will be securely stored, and no personal information will be included in the final thesis or any publication.

draw: Participation in this study is completely voluntary. Your decision to participate will not affect your future relationship with SDU University. You may withdraw from the study at any time without any obligation.

Information:

For any questions about the study, please feel free to contact me or my supervisor:

Galsyn Zhabykbay

Orhan Doganay (PhD, SDU University, Kazakhstan)

7 958 6115

orhan@sdau.edu.kz

To participate in this study, please complete the consent form below:

I have read the information carefully;

I have received full information about the purpose and procedures of the study before the interview;

I agree that my responses may be included in the research results;

stand that my data will only be used for this research;
to participate in this study.

_____ Date: _____

ated copy of this consent form will be kept for your records.