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ВЕСТНИК

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РЕСПУБЛИКИ КАЗАХСТАН

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NAS RK is pleased to announce that Bulletin of NAS RK scientific journal has been accepted for indexing in the Emerging Sources Citation Index, a new edition of Web of Science. Content in this index is under consideration by Clarivate Analytics to be accepted in the Science Citation Index Expanded, the Social Sciences Citation Index, and the Arts & Humanities Citation Index. The quality and depth of content Web of Science offers to researchers, authors, publishers, and institutions sets it apart from other research databases. The inclusion of Bulletin of NAS RK in the Emerging Sources Citation Index demonstrates our dedication to providing the most relevant and influential multidiscipline content to our community.

Қазақстан Республикасы Ұлттық ғылым академиясы "ҚР ҰҒА Хабаршысы" ғылыми журналының Web of Science-тің жаңаланған нұсқасы Emerging Sources Citation Index-те индекстелуге қабылданғанын хабарлайды. Бұл индекстелу барысында Clarivate Analytics компаниясы журналды одан әрі the Science Citation Index Expanded, the Social Sciences Citation Index және the Arts & Humanities Citation Index-ке қабылдау мәселесін қарастыруда. Web of Science зерттеушілер, авторлар, баспашылар мен мекемелерге контент тереңдігі мен сапасын ұсынады. ҚР ҰҒА Хабаршысының Emerging Sources Citation Index-ке енуі біздің қоғамдастық үшін ең өзекті және беделді мультидисциплинарлы контентке адалдығымызды білдіреді.

НАН РК сообщает, что научный журнал «Вестник НАН РК» был принят для индексирования в Emerging Sources CitationIndex, обновленной версии Web of Science. Содержание в этом индексировании находится в стадии рассмотрения компанией Clarivate Analytics для дальнейшего принятия журнала в the Science Citation Index Expanded, the Social Sciences Citation Index и the Arts & Humanities Citation Index. Web of Science предлагает качество и глубину контента для исследователей, авторов, издателей и учреждений. Включение Вестника НАН РК в Emerging Sources Citation Index демонстрирует нашу приверженность к наиболее актуальному и влиятельному мультидисциплинарному контенту для нашего сообщества.

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THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT AMONG UNDERGRADUATE STUDENTS IN KAZAKHSTAN

Abstract. While academic achievement and performance of students in higher education settings continue to be crucial, there is a growing emphasis internationally on the acquisition of non-cognitive skills of future specialists. Perhaps, one of the most widely discussed soft skills is Emotional Intelligence ("EI"). Despite being recognized as an independent concept since the second part of the twentieth century, most experts in the spheres of psychology, education and management still find this area somewhat ambiguous. Several studies focused on the relationship between emotional intelligence and academic achievement before. However, very little research in this sphere has been conducted in Kazakhstan. While the gap in scholarship is evident, the praxis is also underdeveloped.

This study utilized a cross-sectional correlational design [1,2,3]. The purpose of the study was to identify the relationship between emotional intelligence and academic achievement among undergraduate students. To achieve this, we administered the ESAP (Emotional Skills Assessment Process) questionnaire that focuses on four main competencies: interpersonal, leadership, self-management, and intrapersonal. We used the self-reported indicators to obtain information about students' academic achievement.

We collected data in two Kazakhstani universities for confidentiality purposes called the Autonomous University and the Regional University. The sample consisted of 239 undergraduate students, 141 and 98 undergraduates from two universities (Regional and Autonomous), respectively. The sample was recruited on a non-probability basis due to the voluntary participation in the research study and the unavailability of the sampling frames. We used the Statistical Package for the Social Sciences (SPSS) for descriptive, inferential, and correlational statistical analyses of the collected data. The study presents information on the general emotional intelligence levels of undergraduate students of two universities. Similarly, the research study identifies three levels of academic achievement of students: high, average, and low achieving and establishes their correlation with emotional intelligence competencies and levels. Furthermore, the study explores students' emotional intelligence levels differentiated by such independent variables as their age and gender.

Key words: emotional intelligence, academic achievement, higher education, undergraduate students.

Introduction. Academic achievement of students in higher education settings is an integral part of what we expect higher education to achieve. However, today, the soft skills of future specialists are not of small importance as well. Back in 1995, intelligence quotient (IQ) was the preeminent indicator of a person's success in many spheres of life [4]. Nowadays, specialists of modern enterprises and organizations have to obtain full power of their "human potential", which includes such notions as communication, leadership, negotiation and creative skills apart from their "intellectual potential" [5 p.90]. Consequently, the success of a person is not merely restricted to his or her cognitive abilities, but also such a notion as Emotional Intelligence or Emotional Quotient (EQ) has to be considered. Hence, only recently, this notion has been viewed within the educational sphere and particularly in connection with cognitive abilities and IQ (intelligence quotient).

Literature review. There have been several studies in Kazakhstan which explored the emotional intelligence sphere in the context of education. Two studies had been investigated the emotional intelligence concept in connection with social intelligence and academic performance [6], as well as the

effect of emotional intelligence on the meaning-existential potential of students [7]. The first study [6] had been conducted only in one NIS school in Aktobe so that it limited the research frames. The second study [7] selected students from one state university named after K. Zhubanov in Aktobe, which also did not provide the researchers with a room for comparison. Furthermore, there was a theoretical study which examines the relationship between emotional intelligence and teaching competencies in higher education context [8], it mainly was aimed at investigating the implementation of the competency-based approach in the educational system of Kazakhstan. No studies are known to us that explored the relationship between emotional intelligence and academic achievement in two higher education institutions with considerably different backgrounds.

Generally, higher education institutions emphasize the importance of IQ mastering and pay less attention to other types of intelligences, including emotional intelligence. However, such components of emotional intelligence as interpersonal and intrapersonal competencies are considered to be more significant for life success than IQ [9]. The same situation is happening in Kazakhstan, where a contemporary higher education system does not provide due attention to emotional intelligence development [10]. Lack of time management skills when it comes to academic and non-academic matters, inability to cope with multiple assignments from various instructors, and other issues lead many students to excessive pressure and stress. Among all of those struggles, the personal problems such as communication with friends and family, becoming independent, and mastering individual learning habits are the most frequent for students in that period of their life [11]. Additionally, students who are close to graduation may experience the so-called "the job-seeking stress" or "the unemployment stress syndrome" which "…can be defined as the insecurity of college students with regard to the prospect of obtaining future employment" [12, p.150]. Therefore, researchers claim that emotional intelligence components have to be incorporated into higher education institutions' curricula [9].

Conceptual Framework. According to the following researchers: Mayer & Salovey, 1990, Goleman, 1995 and Bar-On, 1997, the models of EI are categorized in certain aspects: ability or performance models by Mayer & Salovey, 1990 competence or trait models by Goleman, 1995, and mixed models [13, p.119]. The emotional competence model by Goleman [14] has been taken as the basis for the next EI theory. Based on those competencies, Nelson and Low [15] developed an education-based approach to emotional intelligence evaluation. This model encompasses four competencies: interpersonal, leadership, self-management, and intrapersonal [15]. This approach has been selected as the conceptual framework (figure 1) of the current study on the reason that it emphasizes the importance of EI in the learning process. Some of EI competencies such as self-management and interpersonal had been endorsed to be predictors of high academic achievement of students [16].

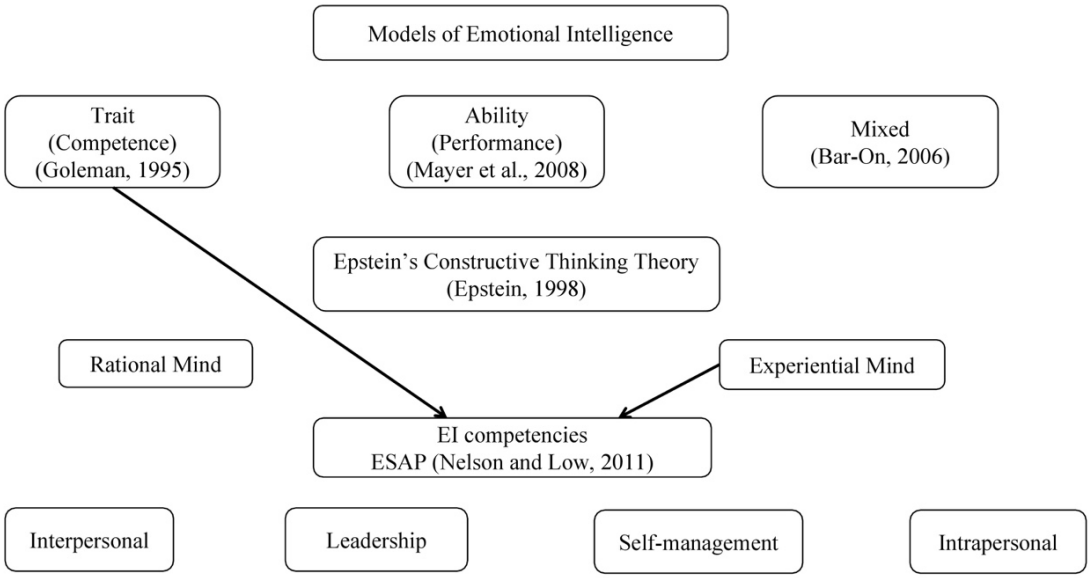

Figure 1 – Conceptual Framework

Apart from Goleman's competency model, Nelson and Low's approach was also based on Epstein's theory of constructive theory. To consider the significance of the emotional intelligence skills and its relation to one's academic abilities, and his or her academic achievement, such theory as "Constructive thinking" should be noted. Epstein [17] in his book "Constructive thinking: The key to Emotional Intelligence" presented the notion of constructive thinking as the ability of an individual to control his or her pessimistic thoughts, what purported to think constructively.

Methodology. Research Questions. The purpose of this study was to identify the relationship between emotional intelligence and academic achievement among undergraduate students. Similarly, other background indicators such as age, gender, year of study, and major were included in the questionnaire. Based on the abovementioned information, the following research questions have been deduced:

RQ1. How do students at the two Kazakhstani universities differ in their EI level?

RQ2: How does EI level differ based on such background characteristics as gender and age?

RQ3. To what extent does student emotional intelligence level correlate with academic achievement levels?

RQ4. To what extent do age and gender impact the relationship between student academic achievement and emotional intelligence?

Research site. The data was collected from two Kazakhstani universities: Autonomous and Regional with the hypothesis that the two considerably different institutions with varying backgrounds, history, student compositions, statuses, and other characteristics would demonstrate different levels of EI skills in relation to their academic success. The investigation of participants from two different institutions allowed us to see a bigger picture of the EI level of undergraduate students. The third reason is the different types of two universities. Autonomous University is considered to be an international high-quality teaching and research institution, which implies stricter demands to student enrollment, including higher grade average point, English language proficiency (IELTS, TOEFL), subject tests, that vary according to departments. Regional University, in its turn, is a multidisciplinary institution, which embodies forty specialties of bachelor's degree, around thirty specialties of master's degree and five specialties of the doctoral degree. Those discrepancies in initial selection criteria may indicate in what ways student EI level and their academic success are interconnected and how the EI skills may be developed.

Sampling strategy. The study participants were selected among undergraduate bachelor students from two Kazakhstani universities: Autonomous and Regional. The sample was recruited on a non-probability basis. Initially, we planned that the sample would consist of around 300 participants with 150 and 150 students from each institution considerably. The exact size of the sample consisted of 239 participants, 98 and 141 undergraduates from two universities (autonomous and regional), respectively. To receive a planned number of responses, we emailed around 500 surveys. Therefore, the response rate was 47 %, since 239 participants out of 500 returned their surveys. The slight distraction from the planned amount of participants has occurred due to some differences in the contingents of bachelor degree specialties where around 2900 students in Autonomous University and about 6000 students in Regional University. Similarly, another reason for the difference in groups' population is a voluntary basis of participation.

To seize the diversity of experiences, the undergraduate students of first, second, third, and fourth years of study have been involved in the research project. In general, the participants picked prewritten categories of answers, for instance, year of the study included: freshman, sophomore, junior and senior responses, specialty: humanities, natural sciences, technology and other. Since GPA varies in two institutions, we included the following range of percentages for respondents' convenience: 92-100, 84-91, 76-83, 68-75, 59-67, 51-58, 50 and lower. Thus, according to those divisions, certain groups have been formed.

Research Instruments. The online survey questionnaire was used as the data collection tool for the study. During the questionnaire construction, the pre-existing survey framework was implemented. Emotional Skills Assessment Process (ESAP) developed by Nelson and Low [15] was used to measure students' emotional skills. The original version incorporated 213 items, which is available on the official web site of Emotional Intelligence Learning Systems. For the current study, we used 63 items ESAP

version, which is embedded in the book "Emotional intelligence: Achieving academic and career excellence" by Nelson and Low [15].

The Emotional Skills Assessment Process is a purposefully modified questionnaire, which measures students' emotional capacity to react in certain situations, which also correlates with their academic skills. Initially, the measurement instrument divides 63 items under 10 emotional skills. The items have been reduced to 34 statements from the original ESAP questionnaire, and six questions were allocated for background information to make the survey more adaptive and flexible. Thus, the abovementioned 10 emotional skills have been divided in the following order: 1) assertion (items 7-11); 2) social awareness (items 12-16); 3) empathy (items 17-19); (4) decision-making (items 20-22); 5) leadership/positive influence (items 23-25); 6) drive strength (items 26-29); 7) time management (items 30-31); 8) commitment ethic (items 32-34); 9) self-esteem (items 35-37); and 10) stress management (items 38-40). The measurement instrument encompasses a 4-point Likert scale, which varies from "strongly disagree" to "strongly agree".

Reliability of the instrument. The reliability analysis of the ESAP four competencies, estimated by Cronbach's Coefficient Alpha, ranged from .41 - .83. The personal leadership competence was endorsed at .83 percent, followed by self-management, interpersonal communication, and intrapersonal development. The reliability coefficient of the intrapersonal competency (.41) appeared to be considerably lower compared to other competencies. However, it can be acceptable considering the previous research studies using the same questionnaire. For instance, in her doctoral dissertation, Ashworth [29] reported the reliability coefficient of intrapersonal competence to be .53.

Academic achievement measurement. At the beginning of the questionnaire, such variables as age, gender, year of study, and major and self-reported academic achievement measurement had been included. Even though a grade average point is a commonly used assessment tool, it may vary considerably from one university to another. Therefore, we indicated the following percentages for participants: 92-100, 84-91, 76-83, 68-75, 59-67, 51-58, 50 and lower, so they might select the most appropriate scale.

Findings. Emotional Intelligence Level of Students at Two Universities. The results of the current study have stated that there is a statistically significant association between emotional intelligence and academic achievement of undergraduate students. This finding is aligned with other previous studies that confirmed the link between emotional intelligence and academic achievement [18,19,6,20,21,22]. The mean score of overall emotional intelligence level as measured by four EI competencies was 2.71, with 2.74 for the Regional University sample and 2.65 for the Autonomous University sample, respectively (figure 2). Therefore, this is an interesting finding, even though there is a slight difference between the two universities in mean scores. Generally, undergraduate students of the Regional University scored higher according to three EI competencies: interpersonal communication (*M*=2.54), personal leadership (*M*=2.82), and self-management (*M*=2.81), and compared to the Autonomous University (table). Thus, the null hypothesis of the current study that the Autonomous University students expose higher EI levels compared to the Regional University students was rejected.

Independent-Samples T-Test for EI Competencies Differentiated by Two Universities

Variable	Regional University	Autonomous University	t (stat)	df	p (two tail)
Total	2.74 (0.29)	2.65 (0.27)	-2.42	237	0.016
Interpersonal communication	2.54 (0.27)	2.48 (0.28)	-1.45	237	0.147
Personal leadership	2.82 (0.42)	2.66 (0.37)	-3.14	237	0.002
Self-management	2.81 (0.44)	2.63 (0.38)	-3.24	237	0.001
Intrapersonal development	2.64 (0.28)	2.83 (049)	3.35	141.223	0.001
P<.05 for Personal leadership, Self-management, Intrapersonal development. P>.05 for Interpersonal communication.					

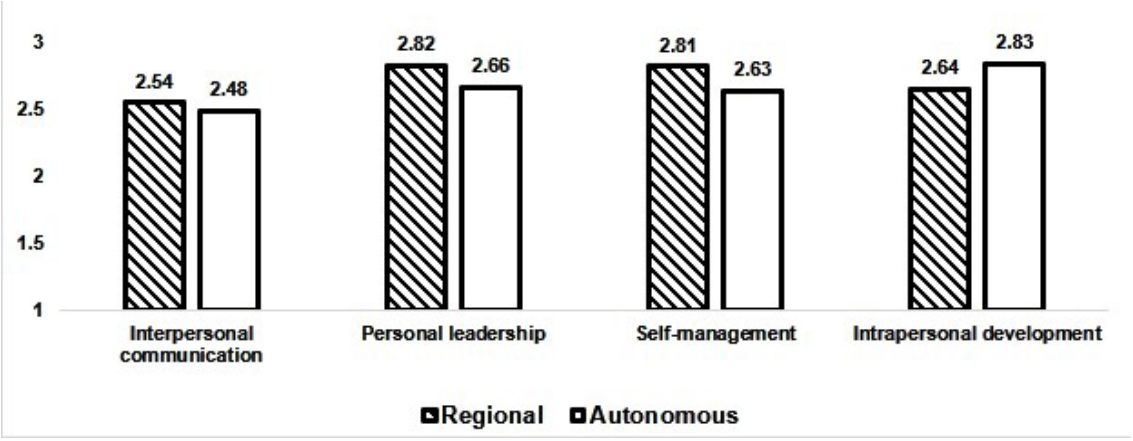

Figure 2 – EI competencies differentiated by two universities

On the other hand, the Autonomous University participants had higher scores on intrapersonal development (*M*=2.83) in comparison to their Regional University counterparts (M=2.64). Therefore, it should be mentioned that students of the Regional University had the highest score on personal leadership (social awareness, empathy, decision making, and positive influence), whereas students of the Autonomous University exposed better intrapersonal development (self-esteem and stress management). Furthermore, two universities differed statistically from each other according to three EI competencies (personal leadership, self-management, and intrapersonal development) except for interpersonal communication.

EI and gender. The outcomes of the current study are also aligned with the previous ones that generally, the emotional intelligence level did not differ statistically according to gender. However, it was remarkable that there was a statistically significant difference in self-management competency by gender. This outcome may imply that male students can differ from female ones based on self-management competency. Furthermore, the results also indicated that male undergraduate students were more self-managed than their female counterparts. Self-management competency includes such skills as drive strength, commitment ethic, and time management. Although, there was no statistically significant difference between the two genders according to the other three competencies, still generally, male students scored higher than their female counterparts on the overall EI level. Consequently, the null hypothesis that female students possess a higher EI level compared to male ones was rejected.

However, the results showed that there was some remarkable score dispersion in EI competencies among male and female students. First, women scored higher on personal leadership (*M*=2.73), and intrapersonal development (*M*=2.71), whereas men had higher scores on self-management (*M*=2.84) and personal leadership (*M*=2.80). According to Nelson and Low [15], personal leadership includes such EI skills as self-awareness, empathy, decision-making, and positive influence. Intrapersonal development embodies self-esteem and stress-management skills. Therefore, it may be deduced that both male and female students reported higher scores on personal leadership compared to other three EI competencies, whereas female participants demonstrated better results in intrapersonal development, while their male counterparts exposed better self-management skills. Those results might not be fully congruent to stereotypically gender traits, where female traits include compassion, nurturance, communion, whereas male characteristics embody assertiveness, competitiveness, agency. [23].

The Association between Academic Achievement and Emotional Intelligence Competencies. A one-way between-groups ANOVA was conducted to identify the effect of participants' academic achievement on their EI level. In other words, if there are differences in EI level of high-, average-, and lower-achieving undergraduate students. The results showed that there was no statistically significant difference between three groups (high-, average- and lower-achieving students) in connection with interpersonal communication ($F(2.236)=0.878$, $p=0.417$) and intrapersonal development ($F(2.236)=0.295$, $p=0.745$) at the $p>.05$. However, the p-value is less than .05 for personal leadership and self-management competencies. There was a significant effect of students' academic achievement on their leadership at the $p<.05$ ($F(2.236) = 4.286$, $p=0.015$). Post Hoc comparisons using the Tukey HSD test identified that the mean score for the high-achieving group (*M*=2.79; *SD*=0.38) was significantly different from the average-

achieving group (*M*=2.58; *SD*=0.43). Remarkably, the mean score for the lower-achieving group (*M*=2.74; *SD*=0.54) was only slightly different than one of the high-achieving group and higher than the average-achieving group.

Similarly, there was a significant effect of the academic achievement of students on self-management competence at p<.05 (F(2.236)=8.039, p=.000). Post Hoc comparisons using the Tukey HSD test indicated that the mean scores for high-achieving (*M*=2.79; *SD*=0.41) group were significantly different than average- (*M*=2.59; *SD*=0.45) and lower-achieving one (*M*=2.45; *SD*=0.40). Consequently, the abovementioned results suggest that high academic achievement may affect personal leadership and self-management more than other competencies. Especially, high-achieving students more likely to expose leadership and self-management skills compared to average- and lower-achieving students. However, according to results, sometimes, academic achievement does not affect leadership skills, so that lower-achieving students may be good leaders as well.

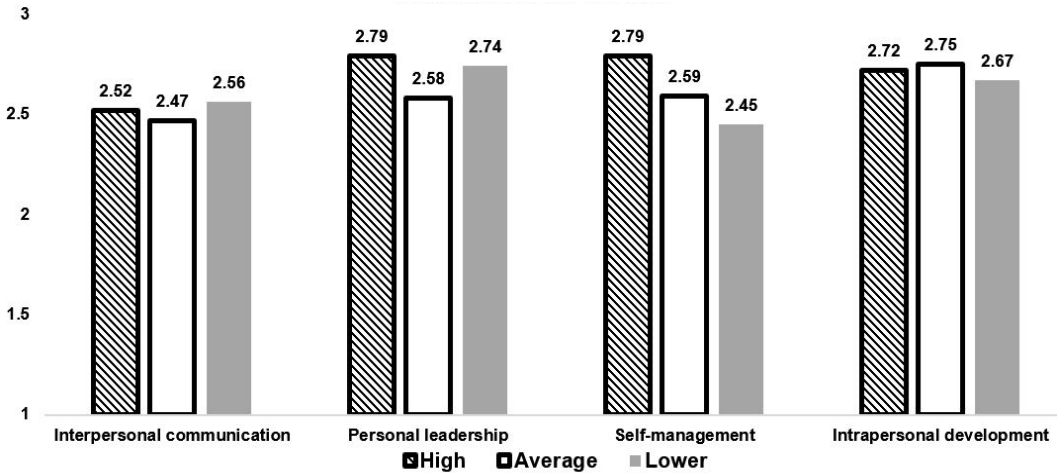

Figure 3 – Between group comparisons of emotional intelligence by academic achievement levels

Conclusion. The primary purpose of this study was to identify the relationship between emotional intelligence and academic achievement among undergraduate students in two Kazakhstani universities. The results of the current study indicated that, in line with the existing scholarship, the overall emotional intelligence levels of students are significantly and positively associated with their academic achievement. The following three EI competencies: self-management, leadership, and intrapersonal, are positively related to academic achievement. Remarkably, we found a negative correlation between interpersonal and academic achievement. These findings signal that high scores on self-management may not always indicate the high academic performance of respondents.

Generally, the regional university scored higher than the autonomous one in the overall EI level. Specifically, the Regional University students had higher scores in three EI competencies: interpersonal, leadership, and self-management, while the Autonomous University students showed higher results on only intrapersonal development. Those results could be explained by the fact that two universities have different backgrounds, discrepancies in grade average points, and overall academic requirements. Thus, it may be deduced that the EI level of students can vary according to the place of study.

Emotional intelligence level does not differ based on gender. The outcomes of the current study have stated that generally, the EI levels of undergraduate students did not differ based on their gender. However, there was a statistically significant difference in self-management competency based on gender. So, male students can differ from female ones based on their self-management competency. Furthermore, we found that male students are more self-managed than their female counterparts. Also, there was a discrepancy between females and males according to the scores of four EI competencies. Generally, young women scored higher on personal leadership, whereas young men showed higher results on self-management.

Generally, student emotional intelligence level correlates with academic achievement levels. The results show that higher-achieving participants demonstrated higher EI levels in comparison to average

students and low-achievers. Remarkably, lower-achieving students scored slightly higher on four EI competencies than average-achieving individuals. Overall, high-achievers exposed better personal leadership and self-management competencies. Average-achieving respondents showed higher scores on intrapersonal development, while lower-achievers demonstrated better personal leadership skills. The previous studies stated that personal leadership and interpersonal competencies could be predictors of high academic achievement [16]. However, the current research has shown that academically lower-achieving students still may demonstrate comparatively high leadership skills. This may mean that the students who are less successful academically, have to be more creative and astute in their personal lives and relationships with peers.

Emotional intelligence among students in Kazakhstan is still largely understudied. This opens up opportunities for further research on the topic. This study was limited to undergraduate students in two universities. Future research would benefit from the inclusion of respondents of different majors, degrees spanning from several higher educational institutions to capture the diversity of the sample. The ESAP (Emotional Skills Assessment Process) was used as an instrument for indicating the EI level of students. However, some statements of the instrument had been omitted what caused a lower reliability percentage of one of the sections. To receive more reliable answers and indicate wider representation of all EI areas, researchers should attempt to employ the full version of the questionnaire.

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ҚАЗАҚСТАНДЫҚ БАКАЛАВРИАТ СТУДЕНТТЕРІНІҢ ЭМОЦИОНАЛДЫ ИНТЕЛЛЕКТІ МЕН АКАДЕМИЯЛЫҚ ҮЛГЕРІМІ АРАСЫНДАҒЫ БАЙЛАНЫС

Аннотация. Жоғары оқу орнындағы студенттердің үлгерімі мен академиялық үлгерімі оқу үдерісінің ажырамас бөлігі болып саналады, сондай-ақ қазіргі уақыттағы «икемді дағдылар» болашақ мамандар үшін де маңызды. XX ғасырдың екінші жартысында «Эмоциялық интеллект» тәуелсіз ұғым болып танылса да, психология, білім беру және басқару саласындағы сарапшылардың көбі бұл саланы бірмәнді деп санайды. Бұрындары эмоционалды интеллект пен академиялық үлгерім арасындағы қарым-қатынас бойынша бірнеше зерттеулер жүргізілген. Алайда Қазақстанда осы саладағы зерттеулер аз жасалған. Сол себепті, жоғары оқу орындары студенттердің оқу барысында жетістіктерге жетуі үшін эмоциялық интеллект элементтерінің маңызды екендігін ескеруі керек. Бұл зерттеу автономдық және аймақтық жоғары оқу орындарындағы студенттер арасында эмоционалды интеллект пен академиялық жетістік арасындағы қарым-қатынасқа бағытталған. Зерттеу нәтижелері Қазақстандағы жоғары білім жүйесіне ықпал етуі мүмкін, себебі әкімшіліктегі маман, менеджер және мұғалімдер екі мекемедегі студенттердің эмоционалдық интеллект деңгейін білуі мүмкін. Сонымен қатар, басқа жоғары оқу орындары осы зерттеу нәтижелерін оқушылардың эмоциялық ақыл-ойының деңгейін арттыру мақсатында өздерінің оқу жоспарларында тиісті іс-әрекеттерді қоса пайдалана алады.

Зерттеуде тоғыспалы корреляциялық дизайн қолданылады [1,2,3]. Зерттеудің мақсаты – студенттер арасында эмоционалды интеллект пен оқу үлгерімі арасындағы өзара байланысты анықтау. Эмоциялық интеллект деңгейін анықтау үшін ESAP (Эмоционалдық дағдыларды бағалау үдерісі) сауалнамасы арқылы деректер жинақталды, сондықтан зерттеу төрт негізгі құзыреттілікті көздейді: тұлғааралыққа, көшбасшылыққа, өзін-өзі басқаруға және адаммен қарым-қатынасқа бағытталған. Студенттердің оқу үлгерімі туралы ақпарат алу үшін студенттердің оқу үлгерімінің шамамен пайыздық мөлшерлемесі пайдаланылды. Бұл деректер Қазақстанның екі жоғары оқу орнынан жиналды. 239 студент таңдап алынды, тиісінше, екі жоғары оқу орнынан (аймақтық және автономды) 141 және 98 студент қатысты. Қатысушылар ерікті қатысудың детерминистік үлгісі негізінде таңдалған. Статистикалық пакет (SPSS) жиналған деректерді статистикалық талдау үшін пайдаланылды. Зерттеу барысында деректерді талдау сипаттаушы, дедуктивтік және корреляциялық статистикалық деректер арқылы жүзеге асты. Зерттеуде екі университеттегі студенттердің эмоционалдық интеллекттерінің жалпы деңгейі туралы ақпарат береді. Сонымен қатар, зерттеу студенттер жетістіктерінің үш деңгейін: жоғары, орташа және төменгі деңгейін көрсетеді және олардың эмоциялық интеллект құзыреттілігіне қатысты екенін көрсетеді. Бұдан басқа, зерттеу жұмыстары қатысушылардың жас ерекшелігіне және жынысына қарай студенттердің эмоциялық интеллект деңгейінің әсерін зерттейді.

Түйін сөздер: эмоциялық интеллект, академиялық үлгерім, жоғары білім, студенттер.

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ВЗАИМОСВЯЗЬ МЕЖДУ ЭМОЦИОНАЛЬНЫМ ИНТЕЛЛЕКТОМ И АКАДЕМИЧЕСКОЙ УСПЕВАЕМОСТЬЮ СРЕДИ СТУДЕНТОВ БАКАЛАВРИАТА В КАЗАХСТАНЕ

Аннотация. Академическая успеваемость и успеваемость студентов в высших учебных заведениях является неотъемлемой частью учебного процесса, однако в настоящее время “гибкие навыки” также важны для будущих специалистов. Хотя эмоциональный интеллект был признан независимым понятием во второй половине двадцатого века, тем не менее, большинство экспертов в области психологии, образования и управления считают эту область довольно неоднозначной. Ранее было проведено несколько исследований, посвященных взаимосвязи между эмоциональным интеллектом и академической успеваемостью. Однако мало исследований в этой области было проведено в Казахстане. Таким образом, вузам необходимо определить значимость элементов эмоционального интеллекта для успеха студентов в процессе обучения. Данное исследование сосредоточено на связи между эмоциональным интеллектом и академическими достижениями среди студентов автономного и регионального университетов. Результаты исследования могут внести вклад в систему высшего образования в Казахстане, поскольку администраторы, менеджеры и преподаватели могут быть осведомлены об уровне эмоционального интеллекта студентов из двух учреждений. Другие высшие учебные заведения могут использовать результаты данного исследования, чтобы повысить уровень эмоционального интеллекта студентов, включив в свои учебные программы, соответствующие мероприятия.

В этом исследовании используется перекрестный корреляционный дизайн [1,2,3]. Целью исследования было выявить взаимосвязь между эмоциональным интеллектом и успеваемостью среди студентов. Чтобы определить уровень эмоционального интеллекта, для сбора данных использовалась анкета ESAP (Процесс Оценки Эмоциональных Навыков), поэтому исследование было сосредоточено на четырех основных компетенциях: межличностные, лидерские, самоуправляющие и внутриличностные. Для получения информации об академической успеваемости студентов использовались примерные процентные баллы студентов. Данные были собраны в двух казахстанских университетах. Выборка участников состояла из 239 студентов, 141 и 98 студентов из двух университетов (регионального и автономного) соответственно. Участники исследования были отобраны на основе детерминированной выборки, по добровольному участию. Статистический пакет (SPSS) был использован для статистического анализа собранных данных. В ходе исследования анализы данных были проведены с помощью описательной, дедуктивной и корреляционной статистики. В исследовании представлена информация об общем уровне эмоционального интеллекта студентов двух университетов. Аналогичным образом, исследование демонстрирует три уровня успеваемости учащихся: высокий, средний и более низкий и их взаимосвязь с компетенциями эмоционального интеллекта. Данное исследование также определяет влияние возраста и пола на уровень эмоционального интеллекта учащихся.

Ключевые слова: эмоциональный интеллект, академическая успеваемость, высшее образование, студенты.

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