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ASSESSING EMOTIONAL INTELLIGENCE IN HIGHER EDUCATION: POLICY RECOMMENDATIONS FOR KAZAKHSTAN'S EDUCATION SYSTEM

Anel Kireyeva
University of International Business,
Abaya st. 8a, 050000, Almaty, Kazakhstan

Gaukhar Kenzhegulova
Narxoz University,
Zhandosov st. 55a, 050000, Almaty, Kazakhstan

Svetlana Kozhirova
International Science Complex Astana,
Kabanbai Batyr st. 8, 010000, Astana, Kazakhstan

László Vasa
Faculty of Economics, Széchenyi István University,
9026, Gyor, Hungary

Bakhtiyar Sabdenaliyev
University of International Business,
Abaya st. 8a, 050000, Almaty, Kazakhstan

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Abstract. Emotional intelligence (EI) shapes students' academic success and life satisfaction, influencing broader educational outcomes. This study assesses EI and life attitudes among students in Kazakhstan and explores the relationship between these variables, providing policy recommendations for integrating emotional skills development into higher education. Using the Big-Five, the Bar-On Emotional Quotient Inventory, and the Lüscher color test, data were collected from 2019 to 2023. In the first stage (2019–2021), a pilot study was conducted with 504 participants, followed by the main study (2021–2023)which involved 4,027 participants. The results indicate that EI significantly correlates with life satisfaction, stress management, and leadership behavior, while age and gender show varying

impacts. No direct correlation was found between year of study and EI. These findings suggest that policymakers should consider incorporating EI development into educational programs across all levels of higher education in Kazakhstan to enhance students' academic and personal outcomes. Future research could explore the role of targeted educational interventions in improving long-term student success and professional development, with potential applications in other contexts.

Keywords: emotional intelligence; educational infrastructure; stress management; higher education; educational policy; leadership evelopment; education reform.

Reikšminiai žodžiai: emocinis intelektas; švietimo infrastruktūra; streso valdymas; aukštasis mokslas; švietimo politika; lyderystės ugdymas; švietimo reforma.

Introduction

The study of emotional intelligence (EI) is crucial not only for parents and representatives of higher educational institutions, but also for policymakers responsible for shaping education reforms. Emotional states directly influence students' motivation to study, their adaptation to the educational environment, and academic outcomes. Students with high EI who can intelligently understand and manage their own and others' emotional stress tend to excel in mastering professional competencies and are often effective communicators. In the context of globalization and rapid changes in the labor market, the development of EI in students is an educational objective and a critical factor in the socio-economic strategies of many countries, including Kazakhstan.

The study of EI is essential for parents, higher educational institutions, and secondary schools.Emotional state influences students' desire for education, adaptation to the educational environment, and academic results. Students who have a high EI profile and the capacity to conceive and manage personal intelligence and others' emotional stress, more successfully master professional competencies and, as a rule, become good communicators. Over the last few years, research on students' emotional state and attitudes toward education has attracted more and more attention (Goleman 1995; Salovey and Mayer 1990). Special attention has also been paid to developing a person's EI skills and overall EI level (Kirk et al. 2008; Elfenbein and MacCann 2017; Kotsou et al. 2019; Moeller et al. 2020).

Since the early 2000s, scientific research on EI has grown significantly, focusing on its influence on psychological well-being and life satisfaction (Bar-On and Parker 2000; Sembiring et al. 2020). Many studies have demonstrated a positive correlation between EI and academic achievement, with students who exhibit higher levels of EI achieving better academic results and becoming highly sought after in the labor market (Zhoc et al. 2018; MacCann et al. 2020; Pérez et al. 2022; Schlaegel et al. 2022; Xu and Choi 2023). EI contributes to academic success and predicts both future professional efficacy and personal

life satisfaction.

Other studies have demonstrated a relationship between EI and students' academic progress, where students with higher EI, as a rule, achieve higher marks and test results (Maguire et al. 2017; Chinyere and Afeez 2022). Consequently, these graduates become highly in-demand across companies. Eventually, these particular social and emotional competencies can result in the successful realization of personal potential in life. In addition, EI is associated with the life satisfaction of students, positive attitudes to life, and professional efficacy.

Literature Review

Significant emphasis has been placed on developing soft and transferable skills such as creativity, teamwork, communication, flexibility, and critical thinking, all of which are strongly influenced by an individual's EI – a critical factor in social interaction and emotional regulation. Much research demonstrates that elevated levels of EI can enhance creativity and teamwork, thereby improving academic and professional performance (Elfenbein and MacCann 2017; Kotsou et al. 2019; Moeller et al. 2020; Lituhayu et al. 2023). One of the central conclusions drawn from these studies is the strong connection between emotions and managerial indicators, such as organizational effectiveness, which subsequently impacts productivity and job satisfaction (Sembiring et al. 2020). Furthermore, emotions play a pivotal role in managing organizations and their personnel. While EI has been shown to enhance teamwork and motivation, it has limitations. For instance, individuals with high EI may sometimes employ their skills for manipulative purposes rather than for authentic leadership. Studies suggest optimal outcomes are achieved when EI is combined with ethical leadership, fostering organizational productivity and trust (de Geofroy and Evans 2017; Ouakouak et al. 2020).

Salovey and Mayer's (1990) foundational definition of EI frames it as the ability to perceive, generate, and regulate emotions to support emotional growth. While their model has significantly influenced EI research, its applicability in non-Western contexts such as Kazakhstan has been questioned, as cultural norms may alter how emotions are expressed and managed. Similarly, Bar-On and Parker's (2000) model, which defines EI as a set of emotional and social competencies, has faced criticism for its generalizations. In parallel, scholars like Cooper and Sawaf (1998) and Goleman (1998) have argued that while IQ was critical for business success in the 20th century, EI has become essential in the 21st century, influencing career progression and leadership. However, integrating EI in education, particularly in Kazakhstan, requires careful consideration of these cultural and contextual factors to ensure its relevance and effectiveness.

In recent years, numerous studies in education have supported the assertion that enhancing students' EI can significantly improve their academic potential. Research has

consistently demonstrated strong correlations between higher levels of EI and better academic performance, increased engagement, and better self-directed learning (Zhoc et al. 2018). The effectiveness of EI may depend on individual differences, including motivation and self-regulation abilities (Maguire et al. 2017; Chinyere and Afeez 2022). While EI fosters resilience and promotes self-directed learning, it is essential to recognize that students' academic engagement is also shaped by cognitive factors, which emotional abilities may not directly influence (Zhoc et al. 2020).

Moreover, several studies underscore the strong association between EI and life satisfaction, a positive outlook on life, and overall productivity (MacCann et al. 2020; Pérez et al. 2022; Schlaegel et al. 2022; Xu and Choi 2023). Emotional states significantly influence students' motivation to study, which, in turn, affects their academic progress. These findings suggest that while EI plays a crucial role in shaping educational outcomes, its influence is multifaceted and interacts with other cognitive and psychological factors.

Kazakhstani scholars have recently begun exploring the role of EI in education and management, emphasizing the need to adapt Western models to Kazakhstan's unique cultural and societal conditions. For instance, Algozhina et al. (2021) examined the application of EI in pedagogy and management, identifying a significant gap in cross-cultural research, particularly regarding measuring EI performance. In a related study, Bekenova (2022) investigated the impact of socio-economic factors on young people in Kazakhstan, emphasizing the importance of these factors in shaping public policy. Further contributing to the understanding of EI in Kazakhstan, Kredina et al. (2022) explored the influence of EI on students' internal experiences during communication and their attitudes toward public speaking. However, the authors noted that the tools used to measure EI were adapted from Western models, which may not fully account for the specific cultural nuances of emotional expression in Kazakhstan. This underscores the need to develop localized EI measurement instruments that reflect the nation's cultural context.

Building on the theoretical foundations discussed in the literature review, this study applies a combination of established psychological assessments to measure EI in students. The Bar-On Emotional Quotient Inventory (EQ-I) was chosen to evaluate students' emotional and social competencies, which are directly linked to stress management, adaptability, and interpersonal relationships – critical aspects of EI development highlighted in the literature (Bar-On and Parker 2000). The Big-Five personality traits model was then selected to assess core personality dimensions, as previous research has demonstrated its reliability in evaluating emotional stability and openness to experience – both of which are crucial components of EI (Maguire et al., 2017). Finally, the Lüscher color test was included to assess emotional states and stress resilience through non-verbal means, addressing the need for a culturally adaptive tool to capture emotional responses in a non-Western context, such as Kazakhstan's higher education system. These tools were selected considering

the cultural adaptations necessary to reflect the emotional and social dynamics specific to Kazakhstan accurately.

Objective

The primary objective of this study is to assess the level of EI among students and examine their attitudes toward life based on the data collected. The study also aims to provide recommendations for integrating emotional skills development into university education. These recommendations can be embedded into academic programs and contribute to shaping broader education policies that foster emotional resilience and enhance students' professional readiness.

Based on the purpose of the study, the following three hypotheses can be formulated.

Hypothesis 1(H1): Students' EI depends on their age.

Hypothesis 2 (H2): Students' EI depends on their gender.

Hypothesis 3 (H3): Students' EI depends on their year of study.

Research Methodology

This research employed qualitative data collection methods to focus on understanding EI in the context of Kazakhstan's higher education management and education policy development systems. The data collection aimed to provide evidence-based insights that could inform policy decisions and improve administrative strategies for enhancing student well-being. Three qualitative data collection methods were utilized to comprehensively analyze students' EI and its potential impact on educational outcomes.

The first instrument, the Big-Five personality traits model, was selected because of its established role in identifying personality dimensions closely related to EI, such as emotional stability and openness to experience (Costa and McCrae 1992). This model is widely regarded as a valid and reliable tool in personality and EI research (Gosling et al. 2003). By analyzing traits such as extraversion, agreeableness, and neuroticism, the Big-Five model helps identify how students' personalities influence their emotional adaptability and self-efficacy, which are critical for success in academic environments. Several studies have confirmed the psychometric robustness of the Big-Five in various contexts. For example, its internal consistency has been well-documented across diverse populations, making it suitable for cross-cultural research, including in Kazakhstan's educational context (Stajkovic et al. 2018). This ensures that the personality profiles generated from the data are reliable and relevant to the study's objectives.

The second instrument used in this study, the Bar-On EQ-I, was chosen as the primary tool for measuring students' EI. The Bar-On (2006) EQ-I is well-recognized in academic

research for providing a comprehensive framework to assess non-cognitive skills such as stress management, interpersonal skills, and self-motivation. The validity and reliability of the Bar-On EQ-I are well-supported in the literature. It has been widely used in studies on education and employment, where EI is a crucial determinant of success (Sánchez-Álvarez et al. 2016). The internal consistency of its subscales (e.g., intrapersonal and interpersonal intelligence) has been reported to be high, with Cronbach's alpha values exceeding 0.80 across different populations (Bar-On 2006). This ensures that the results from this inventory are consistent and aligned with the study's focus on emotional well-being in higher education.

In this study, the Bar-On EQ-I scale is represented by seven interrelated dimensions: (a) intrapersonal EI; (b) interpersonal EI (social understanding and interpersonal relationships); (c) stress management (self-control and stress handling); (d) adaptability (managing change); (e) general mood (self-motivation); (f) general; and (g) self-esteem. These components provide a holistic view of students' emotional capabilities, directly informing policy decisions on how best to support emotional well-being within the educational framework.

The third instrument applied was the Lüscher color test, which was included to provide additional insights into students' emotional states, mainly related to stress levels, psychophysiological states, and emotional resilience. The Lüscher test is a projective tool that can reveal unconscious emotional responses through color preferences (Lüscher and Scott 1969). Research has shown that the Lüscher color test can effectively identify stress indicators and emotional tension, offering insights that are particularly relevant in educational settings, where students often face high levels of academic stress (Kuznetsova 2020). Though it is not widely used in traditional EI assessments, the test complements the Bar-On EQ-I by focusing on the physiological manifestations of emotional states, which are crucial for understanding the overall emotional landscape of students. Regarding reliability, while the Lüscher test's projective nature may lead to variability in interpretation, studies have indicated that it remains a valuable tool for measuring stress and anxiety, primarily when used alongside other psychometric instruments (Kirk et al. 2008). Its use in this study provides an additional layer of data that helps to create a more comprehensive profile of students' emotional health, making it a valuable complement to the other methods used.

All three instruments used in this study are backed by evidence of their validity and reliability. The Big-Five personality traits model has demonstrated high reliability across cultures and effectively analyzes characteristics influencing EI. The Bar-On EQ-I is a validated tool with solid psychometric properties. Although the Lüscher color test is less common in EI research, it provides reliable insights into emotional stress and has been validated in studies on psychophysiological states. Together, these instruments offer a comprehensive and reliable assessment of students' EI, ensuring the relevance of the data for policy development to improve emotional well-being in higher education.

This study used various scales to collect comprehensive data on EI profiles. These data are essential for informing education policies to improve students' emotional skills and well-being.

The study involved 3,942 randomly selected students aged 17 to 21 from the University of International Business (UIB), Almaty, Kazakhstan. This sample provides essential insights into EI development during a crucial stage of students' academic growth. Ethical guidelines were strictly followed, with informed consent obtained from all participants ensuring the integrity and reliability of the data. Data collection took place between 2019 and 2023.

In the first phase of the research, a pilot study was conducted from 2019 to 2021, during which 504 surveys were collected. Of these, six surveys were excluded due to incomplete responses, resulting in a final sample size of n = 499. In the second phase, which took place between 2021 and 2023, 4,027 surveys were collected, with 85 partially completed surveys excluded, leading to a final sample size of n = 3,942. These phases allow for a robust dataset that reflects a wide range of student experiences, providing policymakers and university administrators with valuable insights into EI trends across multiple years.

Figure 1 illustrates the data collection and processing model used in this research.

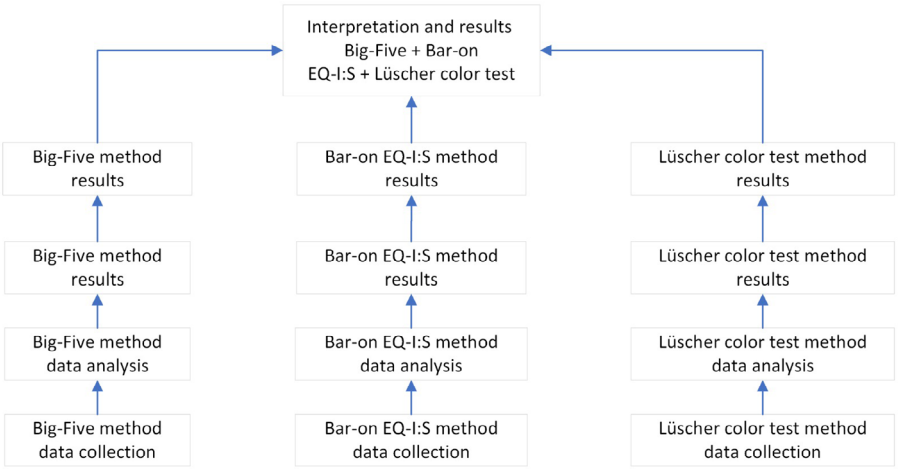

Figure 1. Model of data collection and processing

A variety of statistical methods were employed to analyze the data. Frequency and percentage distribution described respondent profiles, while Chi-squared analysis examined the relationships between demographic factors (age, gender, year of study) and EI levels. This approach provided critical insights into how these factors influence EI, offering valuable data for educational policy development.

Additionally, *t*-tests for independent samples and ANOVA were applied to assess significant differences in EI by gender or age. The nonparametric Chi-squared test validated the results (Barceló 2018), ensuring statistical robustness. These methods revealed patterns

in EI development, supporting the hypothesis that EI is critical for personal development and social adaptation (Sánchez-Álvarez et al. 2016; Cejudo et al. 2018).

This study offers actionable insights for university leaders and policymakers, enabling them to develop targeted interventions that foster EI and enhance student outcomes. These findings can help strengthen institutional support and contribute to national education strategies.

The results were processed using the STATA software.

The equation for the Chi-squared method is given below (1):

$$X^2 = \sum \frac{(\text{observed count} - \text{expected count})^2}{\text{expected count}} \quad (1)$$

where X^2 – Chi-squared test value (chi-squared test);
$observed\ count$ – actual number of cases analyzed within the considered interval;
$expected\ count$ – considered interval.

The higher the Chi-squared value, the more likely the null hypothesis will be rejected. After comparing the obtained Chi-squared and critical range values, the interpretation of the obtained results was conducted. If the Chi-squared value is higher than the critical value, this shows a statistical relationship between the phenomenon and the result, considering the significance value. Moreoverthe leading hypothesis is initially accepted until it receives a worthy refutation.

Results

Statistical analysis of the collected data involved using simple frequency and percentage distributions to describe the demographic profiles of the respondents. Additionally, a Chi-squared test was conducted to determine the relationship between students' demographic characteristics (such as age, gender, and year of study) and their levels of EI. This test allowed for statistically significant associations to be identified, providing valuable insights into how demographic factors influence EI.

Further statistical processing was performed to assess whether there were any significant relationships between students' EI and their emotional quotient. These findings offer evidence-based data to inform educational policy decisions and administrative strategies.

Table 1 presents the breakdown of the three methods used to assess EI, showing the distribution of respondents by gender.

Table 1. Descriptive data of methods used

Method	*N*	Male students	Female students	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Big-Five	3942	2050	1892	6.05	0.5513	0.0126	2.3	5.0
Bar-On EQ-I:S	3942			3.28	0.3072	0.0057	3.0	5.0
Lüscher color test	3942			7.25	0.6854	0.3540	1.0	7.0
Total	3942	52%	48%	5.52	0.0124	0.1241	1.0	7.0

The data summarize the descriptive statistics for the three methods used to assess students' EI. The data show that the Big-Five personality test produced an average score of 6.05, with a standard deviation of 0.5513, indicating moderate variability in personality traits relevant to emotional stability and self-efficacy. In contrast, the Bar-On EQ-I, which evaluates students' EI in stress management, interpersonal relationships, and adaptability, resulted in a lower mean score of 3.28, with less variability (a standard deviation of 0.3072). This suggests a more consistent emotional profile across respondents when measured through this tool. The Lüscher color test, which assesses stress resistance and emotional state through color preferences, revealed the highest average score of 7.25, accompanied by the most significant standard deviation (0.6854). These findings underscore the diversity of EI levels among students, which can be critical for informing educational policies.

Table 2 summarizes the descriptive statistics for students' EI scores, categorized by specific EI components.

Table 2. Average student EI scores

Type	Min	Max	Average	Standard deviation	Descriptive value
Intrapersonal	65	115	107.38	10.15	High
Interpersonal	65	112	105.98	9.38	High
Stress management	65	114	90.98	12.03	Medium
Adaptability	75	124	97.49	11.52	Medium
General mood	65	109	101.64	10.34	High
Overall EI	67	114.8	100.69	9.17	High

The analysis reflects the distribution of students' EI across five key dimensions: intrapersonal, interpersonal, stress management, adaptability, and general mood, as well

as the overall EI score. The intrapersonal and interpersonal components, which measure self-awareness and social understanding, respectively, show high average scores of 107.38 and 105.98. These scores suggest that students demonstrate strong abilities in recognizing and managing their own emotions, as well as understanding the emotions of others. The relatively moderate standard deviations of 10.15 and 9.38 indicate some variability among students but overall consistency in emotional competence in these areas. In contrast, the stress management and adaptability components show lower average scores, with 90.98 for stress management and 97.49 for adaptability, accompanied by higher standard deviations (12.03 and 11.52, respectively). These results suggest that students exhibit moderate stress management abilities and adaptation to new situations. The overall EI score across all dimensions was calculated to be 100.69, with a standard deviation of 9.17, placing students' general EI at a high level. These findings offer important implications for educational policy and university administration. The results indicate that educational programs should continue to foster the development of EI, particularly by offering targeted support in stress management and adaptability.

Table 3 presents the results of the Chi-squared analysis, which was employed to examine relationships.

Table 3. Correlation between profile and EI

Variable	Degrees of freedom	Chi-squared value	Value	Solution
Age	4	9.328	0.053	Accept H1
Gender	1	0.980	0.322	Accept H2
Year of Study	3	7.981	0.046	Reject H3

The analysis shows that the Chi-squared value for age is 9.328, with a *p*-value of 0.053, which is close to the typical significance threshold of 0.05. This result suggests that age may significantly influence EI, leading to the acceptance of H1, which posits that students' EI depends on their age. In contrast, the Chi-squared value for gender is 0.980, with a *p*-value of 0.322, which is far above the significance threshold. This result indicates no significant relationship between gender and EI, leading to the acceptance of H2 and confirming that EI does not depend on gender. For the year of study, the Chi-squared value is 7.981, with a *p*-value of 0.046, which is below the 0.05 threshold. This indicates a statistically significant relationship between the year of study and EI. Consequently, H3, which states that EI depends on the year of study, is rejected, as the data show that the study year influences EI.

These results highlight that while EI appears to be influenced by age and year of study, there is no significant correlation with gender. These findings have important implications for educational policy and university administration; they suggest that EI development programs could be tailored to students based on their age and stage in their academic journey, rather than relying on gender-based assumptions.

Table 4 provides a comparative analysis of EI between male and female students, as measured by three different methods.

Table 4. The difference in EI between male and female students

Variable	Big-Five	Bar-On EQ-I:S	Lüscher color test	General level EI	Significance *t*	Significance at 0.01
Male students	101	107	107.4	High	0.098	significant
Female students	99	100	107.8	High	0.107	significant

The Big-Five personality test shows that male students scored slightly higher in EI (101) than female students (99), indicating marginally stronger self-awareness and emotional stability among males. The Bar-On EQ-I revealed a more significant gender difference, with male students scoring 107 compared to 100 for females, highlighting potential disparities in stress management and interpersonal skills. This suggests the need for gender-specific interventions to enhance EI, particularly among female students. Conversely, the Lüscher color test results showed minimal differences between the sexes, with scores of 107.4 for males and 107.8 for females, suggesting comparable emotional resilience across genders. Overall, both male and female students demonstrated high levels of EI, though the t-values indicated statistically significant differences. These findings offer valuable insights for educational policy and institutional strategies, emphasizing the need for tailored EI training to support students – particularly in stress management and interpersonal skills.

Discussions and Recommendations

This research underscores the importance of EI for students and its relationship with life satisfaction and academic performance in Kazakhstan. The findings align with prior studies, confirming that higher EI levels are associated with better stress management, adaptability, and academic outcomes (Zhoc et al. 2018; Pérez et al. 2022; Maguire et al. 2017). Additionally, the results highlight the significance of emotional regulation and interpersonal skills, critical components of EI (Elfenbein and MacCann 2017).

The ANOVA results revealed significant gender-based differences in stress management and adaptability, which support previous research. Observations during the study confirmed that female students reported more difficulties in managing emotional overload, aligning with their lower stress management scores. Conversely, students with higher emotional awareness demonstrated better teamwork and received positive feedback from peers and instructors, reinforcing the role of EI in academic settings.

Therefore, EI development should be integrated into formal academic programs rather than existing solely in extracurricular activities. Senior students with higher EI scores displayed more mature conflict management and stress-related coping skills, suggesting the need for gradual EI development through tailored programs. As previous studies suggest, balancing social-emotional learning with technical skills prepares students for the complexities of modern life (Salovey and Mayer 1990). However, while these results validate prior research, certain limitations affect their generalizability. The impact of EI on leadership and resilience may vary across academic environments due to individual differences, such as motivation and engagement (Maguire et al., 2017). The ANOVA results also revealed that EI development depends on academic experience and age, supporting the idea that EI improves progressively over time (Goleman 1998).

This study emphasizes that extracurricular activities alone are insufficient for developing students' emotional skills. Instead, structured, formal programs focused on intrapersonal awareness are essential. Chi-squared analysis further showed that age and year of study significantly influence EI, while gender does not, contradicting some earlier studies and indicating the importance of context in EI development (Petrides and Furnham 2000).

To enhance student outcomes, universities should implement an interdisciplinary training module, combining formal and informal education. This module would include sociology, psychology, and management elements to improve leadership and social skills. It could also introduce a social-emotional grade point average to complement traditional grading systems, helping assess students holistically.

Given the growing importance of EI for academic success and personal well-being, integrating it into curricula should be a strategic priority. By doing so, universities will help students develop the emotional resilience and leadership skills needed in today's complex world, aligning with broader educational policies and global trends.

Future research should address the limitations of this study's, including its focus on a single institution and the influence of socio-economic factors and teaching strategies on EI development.

Conclusions

This study sought to analyze the relationship between EI and life attitudes among university students and provide policy recommendations for the education system in Kazakhstan. The findings support the hypothesis that EI significantly shapes students' life satisfaction and academic success. Specifically, the results show that EI positively correlates with critical factors such as leadership behavior, stress management, and adaptability to changing environments, emphasizing the critical need for integrating EI development into higher education.

Specifically, policymakers should consider:

1. Incorporating EI training into degree programs, focusing on critical areas such as stress management, interpersonal communication, and self-awareness, while fostering emotional competencies alongside traditional academic knowledge.
2. Developing a social-emotional grade point average to complement IQ-based assessments, which would provide a more holistic evaluation of students' skills and readiness for professional environments. Such a policy could enhance universities' ability to produce graduates with intellectual and emotional competencies.
3. Promoting gender-sensitive educational policies that offer differentiated approaches to EI development, recognizing the diverse needs of male and female students, and promoting inclusive well-being strategies.

Finally, this study underscores the need for comprehensive educational policy reforms that prioritize EI as a core competency in higher education. Policymakers should recognize EI as essential for developing emotionally resilient and professionally prepared graduates who can contribute to Kazakhstan's national educational outcomes and broader socio-economic development strategies.

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Anel Kireyeva, Gaukhar Kenzhegulova, Svetlana Kozhirova, László Vasa, Bakhtiyar Sabdenaliyev

EMOCINIO INTELEKTO VERTINIMAS AUKŠTAJAME MOKSLE: POLITIKOS REKOMENDACIJOS KAZACHSTANO ŠVIETIMO SISTEMAI

Emocinis intelektas (EI) formuoja studentų akademinę sėkmę ir pasitenkinimą gyvenimu, lemia veiksmingesnius ir kokybiškus mokymosi rezultatus. Šiame tyrime vertinamas Kazachstano studentų EI ir gyvenimo požiūris, tiriamas šių kintamųjų ryšys, pateikiamos politikos rekomendacijos, kaip emocinių įgūdžių ugdymą integruoti į aukštąjį mokslą. Pasitelkus Big-Five, Bar-On Emotional Quotient Inventory ir Lüscher spalvų testą, nuo 2019 iki 2023 metų buvo renkami duomenys. Pirmajame etape (2019 2021 m.) buvo atliktas bandomasis tyrimas, kuriame dalyvavo 504 dalyviai, o po to – pagrindinis tyrimas (2021 2023 m.), kuriame dalyvavo 4027 dalyviai. Rezultatai rodo, kad EI reikšmingai koreliuoja su pasitenkinimu gyvenimu, streso valdymu ir lyderyste, o amžius ir lytis skirtingai. Tiesioginės koreliacijos tarp studijų metų ir emocinio intelekto nenustatyta. Šios išvados rodo, kad politikos formuotojai turėtų apsvarstyti galimybę įtraukti EI tyrimus į švietimo programas visuose Kazachstano aukštojo mokslo lygiuose, kad pagerintų studentų akademinius ir asmeninius rezultatus. Būsimi tyrimai galėtų ištirti tikslinių švietimo intervencijų vaidmenį gerinant ilgalaikę studentų sėkmę ir profesinį tobulėjimą, galimą pritaikymą kituose kontekstuose.

Dr. Anel Kireyeva, professor at the University of International Business in Almaty, Kazakhstan.
E-mail: kireyeva.anel@ieconom.kz

Gaukhar Kenzhegulova, PhD candidate at the Narxoz University in Almaty, Kazakhstan.
E-mail: gaukhar.kenzhegulova@gmail.com

Dr. Svetlana Kozhirova, professor at the International Science Complex Astana in Astana, Kazakhstan.
E-mail: svetlana.kozhirova@spr.kz

Dr. László Vasa, professor at the Faculty of Economics at the Széchenyi István University in Gyor, Hungary.
E-mail: vasa.laszlo@sze.hu

Bakhtiyar Sabdenaliyev, PhD candidate at the University of International Business in Almaty, Kazakhstan.
E-mail: sabdenaliev.b@uib.kz

Anel Kireyeva, mokslų daktarė, Tarptautinio verslo universiteto profesorė, Almata, Kazachstanas.
E. paštas kireyeva.anel@ieconom.kz

Gaukhar Kenzhegulova, Narhoz universiteto doktorantė, Almata, Kazachstanas.
E. paštas gaukhar.kenzhegulova@gmail.com

Svetlana Kozirova, mokslų daktarė, Tarptautinio mokslo komplekso „Astana“ profesorė, Astana, Kazachstanas.
E. paštas svetlana.kozhirova@spr.kz

László Vasa, mokslų daktaras, Széchenyi István universiteto, Ekonomikos fakulteto profesorius, Gioras, Vengrija.
E. paštas vasa.laszlo@sze.hu

Bakhtiyar Sabdenaliyev, Tarptautinio verslo universiteto doktorantas, Almata, Kazachstanas.
E. paštas sabdenaliev.b@uib.kz

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