The Relationship between Students' Social Competence, Emotional Intelligence and

their Academic Achievement at Nazarbayev Intellectual School of Aktobe

Dina Shaikhina

Submitted in partial fulfillment of the requirements for the degree of

Master of Science

in

Educational Leadership

Nazarbayev University Graduate School of Education

June, 2017

Word Count: 20 135

Author Agreement

By signing and submitting this license, you _____ (the author(s) or copyright owner) grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute your submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

You agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation.

You also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

You represent that the submission is your original work, and that you have the right to grant the rights contained in this license. You also represent that your submission does not, to the best of your knowledge, infringe upon anyone's copyright.

If the submission contains material for which you do not hold copyright, you represent that you have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, YOU REPRESENT THAT YOU HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify your name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.

_____

Author's signature:

_____

Date:

Declaration of Authorship

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgement is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Signed:

Date:

Ethical Approval

NUGSE RESEARCH APPROVAL DECISION LETTER

The NUGSE Research Committee reviewed the project entitled "The relationship between students' social and emotional competence and their academic achievement at Nazarbayev Intellectual school of Aktobe" and decided:

☑ To grant approval for this study

☐ To grant approval for this study subject to minor changes, to be signed off by supervisor

☐ To request additional information/clarification to determine approval

☐ To refer the application for IREC review

Approval: This approval is effective for the life of the study. However, any time you change any aspect of your project (e.g., recruitment process, administering materials, collecting data, gaining consent, and changing participants) you will need to submit a request for modification to the NUGSE Research Committee. Make sure to address all of the information requested on the request for modification form(s). Please be advised that in some circumstances, changes to the protocol may disqualify the project from approval.

Sincerely,

NUGSE Research Committee

Acknowledgement

I would like to thank all people who supported me throughout my work on this research study. First of all, I owe my deepest gratitude to my supervisor, Daniel Hérnandez-Torrano, PhD, for his valuable guidance, clear and accurate instructions, and advice. Professor Hérnandez-Torrano discovered a quantitative researcher in me; he encouraged and taught me to learn working effectively with SPSS. I know that these skills will be extremely useful for me in my future career.

Furthermore, I would like to express my sincere gratitude to Professor Shamatov for his valuable support and to Professor Kuzhabekova for being the first person to plunge me into the world of educational research. I am also thankful to all NUGSE staff members.

I am grateful from the bottom of my heart to my parents, my husband and my sister for their support and belief in me. Special thanks to my friends and group mates whom I will never forget.

Abstract

In the modern world the tendency to increase students' academic achievement can be easily observed and Kazakhstan is not an exception. After getting independence in 1991 the country strives for entering the world arena in all the spheres including education. In Nazarbayev Intellectual Schools high academic achievement is one of the priorities for students. To reach this aim students and teachers are provided with all the necessary facilities, new technologies and gadgets, and are expected to develop academically and professionally. Students spend the whole day at school, even devoting their time after school to additional lessons, while teachers should conduct research and participate in conferences in addition to their teaching. All these efforts are aimed at increasing students' academic achievement and ensuring high position of Kazakhstan in the world educational rankings. However, not all the aims regarding academic success have been reached, leading to concerns about the key factors which influence students' academic achievement. To investigate the problem quantitative correlational design study was employed. All the data was collected in one educational organization which is Nazarbayev Intellectual School of Aktobe. A sample of 152 participants was selected by using non-probabilistic purposive maximum variation sampling procedures. Strengths and Difficulties Questionnaire (SDQ) and Trait Emotional Intelligence Questionnaire (TEIQue) were used to collect data. For data analysis, descriptive and inferential statistics, as well as hierarchical regressions were conducted in the Statistical Package for the Social Sciences (SPSS). The results provided information on the level of students' social competence and emotional intelligence. The study also focused on how high, average, and lower performing NIS students compare in terms of social competence and emotional intelligence. The influence of gender, age and medium of instruction on the relationship between academic achievement and students' social competence and emotional intelligence was studied as well.

Аңдатпа

Қазіргі әлемде оқушылардың сабақ үлгерімінің жоғарылау үрдісін оңай байқауға болады, Қазақстан да бұл тұрғыда жақсы дамып келеді. 1991 жылы егемендік алғаннан кейін еліміз барлық сала бойынша, әсіресе білім беру жағынан, дүниежүзілік аренаға шығу үшін талпынып жатыр. Назарбаев зияткерлік мектептерінде жоғары сапалы білім көрсеткіші – оқушылар үшін ең маңызды мәселе. Осы мақсатқа жету үшін, студенттер мен оқытушылар барлық қажетті құрал-жабдықтармен, жаңа технология және құрылғылармен қамтылған. Сондай-ақ, олар үшін ғылыми және кәсіби даму талап болып табылады. Оқушылар өз уақытын күні бойы мектепте өткізіп, тіпті сыныптан тыс уақытын да қосымша сабақтарға арнаған кезде, мұғалімдер сабақ беруден тыс зерттеулер жүргізіп, конференцияларға қатысуы керек. Осы әрекеттердің барлығы оқушылардың үлгерімін арттыру үшін және халықаралық білім беру рейтингтерінде Қазақстанның жоғары орынға ие болуын мақсат етеді.

Алайда, академиялық жетістікке қатысты мақсаттардың барлығына қол жеткізілген жоқ. Осы жағдай оқу үлгеріміне әсер ететін негізгі факторларға ерекше көңіл бөлуге әкеллді. Зерттеу жүргізу үшін сандық үйлесімділік тәсілдемесі қолданылды. Барлық деректер бір білім беру мекемесі – Ақтөбе қаласындағы Назарбаев Зияткерлік мектебінде жиналды. Белгілі бір мақсатқа бағытталған ең жоғары вариациялы үлгіні пайдалана отырып, зерттеу жүргізуге 152 қатысушы таңдалды. Деректерді жинау үшін «Мықты жақтар және қиыншылықтар» және «Эмоционалды Зият» сауалнама кітапшалары қолданылды. Жиналған мәліммeтерді Статистикалық деректер дестесінде (SPSS) өңдеуден өткізу үшін сипаттамалы анализ, дедуктивті статистикалық анализ және регрессияны иерархиялық модельдеу қолданылды. Қорытынды нәтижелері оқушылардың әлеуметтік біліктілік және

эмоциялық зият деңгейлерін көрсетті. Зерттеу барысында үлгерімі жоғары, орташа және төмен оқушылардың әлеуметтік біліктілік және эмоциялық зият деңгейлерін салыстыруға аса көңіл аударылды. Сонымен қатар, оқушының жынысы, жас мөлшері мен оқыту тілінің сабақ үлгерімі, әлеуметтік біліктілік және эмоциялық зият арасындағы қарым-қатысқа әсері де зерттелді.

Аннотация

В современном мире наблюдается тенденция повышать академическую успеваемость учащихся, и Казахстан в этом случае не исключение. После обретения независимости в 1991 году страна стремится к вступлению на мировую арену во всех сферах, включая образование. В Назарбаев Интеллектуальных школах высокая академическая успеваемость является одним из приоритетов для учащихся. Для достижения данной цели учащимся и учителям предоставляется все необходимое оборудование, новые технологии и приспособления; также требуется, чтобы они постоянно развивались академически и профессионально. Учащиеся весь день проводят в школе, посвящая время после уроков дополнительным занятиям, в то время как учителя помимо преподавания проводят исследования и участвуют в конференциях. Все эти усилия направлены на повышение академической успеваемости учащихся и обеспечению Казахстану высокой позиции в мировых рейтингах. Однако не все цели касательно академического успеха были достигнуты, что привело к особому интересу к ключевым факторам, влияющим на академическую успеваемость. Для исследования данной проблемы был использован количественный корреляционный подход. Все данные были собраны в одной образовательной организации – Назарбаев Интеллектуальной школе г. Актобе. С помощью детерминированной целевой выборки с максимальной вариацией были отобраны 152 участника исследования. Для сбора данных были использованы опросник «Сильные стороны и трудности» и опросник «Эмоциональный Интеллект». Для анализа данных в пакете для статистических данных (SPSS) были проведены анализы описательной и дедуктивной статистики, а также иерархическое моделирование регрессий. Результаты показали уровень социальной компетенции и эмоционального интеллекта учащихся. Исследование также фокусировалось на

сравнении уровня социальной компетенции и эмоционального интеллекта учащихся с высокой, средней и более низкой успеваемостью. Влияние пола, возраста и языка обучения на взаимоотношения между академической успеваемостью, социальной компетенцией и эмоциональным интеллектом учащихся также было изучено.

Table of Contents

List of Tables

Chapter 1: Introduction

1.1. Introduction

In the current century of technology and information academic achievement has become a matter of concern not only for educators and students themselves but also for parents. It is well recognized that academic achievement is crucial for a person's future success in life (Adler, 2017, p. 50), specifically for professional growth and earnings (Choi, Kim, & Kim, 2015, p. 172). Therefore, an extensive body of research has grown in order to understand the reasons and influences of various factors on students' academic achievement.

The use of cognitive factors to predict academic outcomes has a long standing tradition. The role of intellect, memory and other cognitive skills in predicting academic success has been very well studied and presented in the literature. However, in the recent years scientists and researchers have realized that cognitive factors cannot fully explain academic success. It turned out that non-cognitive factors such as attitudes and beliefs, social and emotional qualities, learning processes and personality also play a great role in getting high learning outcomes (Fonteyne, Duyck, & De Fruyt, 2017, p. 35). Among all non-cognitive factors, two of them have raised special interest in the last decades as predictors of academic achievement: social competence and emotional intelligence.

On the one hand, Eisenberg, Febes and Guthrie (as cited in Kashani, Azimi, & Vaziri, 2012, p. 1271) are strongly convinced that students' achievement is influenced by their social and cognitive competencies, such as socially acceptable behavior, social agreement and social skills. This position is supported by Gouley, Brotman and Huang (2008, p. 380), who claim that social competence promotes child development in such domains as academic achievement, school readiness and interpersonal relationships. Social

competence is "a set of social skills, which are used effectively to achieve goals in a social situation", which is crucial for a child to use their intellectual potential effectively, because learning is a social process and for students it is difficult to demonstrate academic success if they experience difficulties in communication or emotion regulation (Magelinskaite-Legkauskiene, Legkauskas, & Kepalaite, 2016, p.31). Low emotional intelligence and social competence result in inflexible cognitive information processing and finally, in low academic performance.

On the other hand, emotional intelligence is a relatively new concept in the field of educational research. However it is now regarded as a significant predictor of academic success by a number of scientists such (Al-Mahrooqi, 2016, p. 145). This construct has significantly attracted scientists' attention when in 1998 Goleman proposed his theory of emotional intelligence being as important as Intelligence Quotient (IQ) in predicting success not only in studies but in life in general. Moreover, Goleman argued that "emotional intelligence doubles IQ and other technical skills in importance" (as cited in Kashani et al., 2012, p. 1270). However, various studies examining the relationship between emotional intelligence and academic achievement showed mixed results which range from small relationship (Rozell, Pettijohn and Parker, 2004) to the accurate prediction of grade point average by emotional intelligence degree (Schutte et al., 1998).

1.2. Problem Statement

Nazarbayev Intellectual Schools (NIS) were created as centers for increasing intellectual human capital of Kazakhstan. In these schools, high academic achievement is one of the vitally important aims of teaching and learning process in order to attract the best and brightest students from all parts of Kazakhstan (Orynbayev, 2012). According to Mehisto (2015),

Autonomous Educational Organisation Nazarbayev Intellectual Schools (AEO NIS) is developing its own curricula, learning materials and educator training programmes. It cooperates extensively with the Ministry of Education and Science and its sub-agencies, and with other government and non-governmental stakeholders, to accomplish its goals. In addition, it cooperates internationally with Cambridge University, Johns Hopkins University, the University of Pennsylvania and the University College London's Institute of Education, among others. AEO NIS is now also working with partner schools in Kazakhstan to share its experience with them so that these schools can offer trilingual education and improve teaching and learning in general. (p.110)

To reach this aim students and teachers are provided with all the necessary facilities, new technologies and gadgets, and are expected to develop academically and professionally. Students spend the whole day at school, even devoting their time after school to additional lessons, while teachers should conduct research and participate in conferences in addition to their teaching. All these efforts are aimed at increasing students' academic achievement and ensuring high position of Kazakhstan in the world educational rankings. However, not all the aims regarding academic success have been reached, leading to concerns about the key factors which influence students' academic achievement. This Master's thesis investigates whether there is any connection between students' social competence, their emotional intelligence and achievement in their studies, and whether they influence each other. This study focuses on social competence and emotional intelligence because they have been recognized as key non-cognitive factors impacting academic success, and they are more relevant to be studied in the context of NIS.

The relationship between students' social competence, emotional intelligence and their academic achievement in NIS has not been deeply studied before. This may be due to

the fact that the schools were opened only a few years ago and there was not enough time to do such kind of research in this school system. Another possible reason is that at the initial stage of work, the managers and educators of NIS are more concerned with the material side of the learning process such as school equipment and facilities, international and human resources, developing textbooks, curriculum and new assessment model. (Shamshidinova, Ayubayeva, & Bridges, 2014). The question of students' social and emotional condition did not seem as crucial as the above-mentioned reasons. Furthermore, now that the process has been set, its psychological aspects such as social competence and emotional intelligence should be examined.

1.3. Purpose of the Study

The purpose of this quantitative correlational design study is to investigate the relationship between students' academic achievement, their social competence and emotional intelligence at NIS Aktobe.

1.4. Research Questions

The current study has established the following research questions:

- What is the level of social competence and emotional intelligence of students at NIS Aktobe?

- How do high, average, and low performing NIS students compare in terms of social competence and emotional intelligence?

- How do gender, age, and medium of instruction influence the relationship between academic achievement and students' social competence and emotional intelligence?

1.5. Definition of the Concepts

The main concepts used in the study are *social competence, emotional intelligence* and *academic achievement*, which are defined in the following way.

Social competence is "a set of social skills, which are used effectively to achieve goals in a social situation", which is crucial for a child to use their intellectual potential effectively, because learning is a social process and for students it is difficult to demonstrate academic success if they experience difficulties in communication or emotion regulation (Magelinskaite-Legkauskiene et al., 2016, p.31). Social competence is a complex concept which involves: (a) the ability to display prosocial behavior which leads to effective social interaction (Chen, Chen, & Kaspar, 2001, p. 267); (b) the ability to express positive emotions and agreeableness with peers and grown-ups in order to set good peer relations and to escape peer neglecting and rejecting (Drugli, Larsson, & Clifford, 2007, p. 370).

Emotional intelligence was first defined by Mayer and Salovey in 1990 (as cited in Fallahzade, 2011) as "the ability to monitor one's own and other's feelings and emotions, to discriminate them and to use this information to guide one's thinking and actions" (p. 1461). Based on Mayer and Salovey's definition, in the current study emotional intelligence is defined as the ability of a person to express, understand and regulate emotions in order to ensure successful social interactions and psychological well-being.

The APA Dictionary of Psychology (2015) defines academic achievement as "a level of proficiency in scholastic work in general or in a specific skill, such as arithmetic or reading" (p. 5). In the present study the concept of academic achievement is used as the level of success in students' studies expressed in their marks.

1.6. Significance of the Study

This research would contribute to the field of educational research and provide the scientific community with a current picture of students' social competence and emotional intelligence at one school in Kazakhstan. The results of this study may be rather informative in terms of analyzing students' strengths and weaknesses in their social competence and emotional intelligence; it will possibly identify some challenges students face in the social and emotional sides of their life. Although this study focuses on one school, other schools may use the findings of this research study to develop initiatives in order to improve students' social competence and emotional intelligence which will possibly increase their academic achievement.

Thus, studying the relationship between students' social competence, emotional intelligence and their academic achievement is necessary especially in the school for gifted and talented children where high stakes to academic achievement probably go along with extraordinary emotional and social patterns.

1.7. Benefits of the Study

As students' academic achievement is important for school administrators, they would be interested in the connection between social competence, emotional intelligence and academic success. A better understanding of the connection would enable them to encourage school psychologists to develop students' social competence and emotional intelligence in order to improve their academic achievement. Teachers will be more aware of the importance of emotional intelligence and social competence and their possible influence on academic achievement. They may understand and exclude the factors which negatively affect students' academic achievement. This will be beneficial for students too, because they will have an opportunity to improve their social competence and emotional

intelligence by talking to a psychologist. They will also possibly have support from teachers in the development of their social competence and emotional intelligence, which may positively affect their academic outcomes. For parents the results of this study will be rather informative in terms of analyzing their children's social and emotional well-being as well as the factors which influence students' academic achievement.

1.8. Conclusion

In this chapter the background of the study, statement of the problem, purpose of the study, its significance and benefits, the research questions and the definitions of the concepts were described.

There are six chapters in the current thesis. The second chapter is Literature Review which provides an overview of social competence, emotional intelligence and academic achievement and a critical analysis of the prior research and literature of the relations between these constructs. In the third chapter, which is called Methodology, the quantitative correlational research design and the methods used in the study are introduced. The research site and sampling population are described here as well. This chapter also includes NUGSE Research Committee Ethics Approval process descriptions. The fourth chapter, Findings, presents the results of descriptive analysis, inferential analyses and hierarchical regressions. The next chapter is Discussion, which provides the interpretation of the results described in the fourth chapter. The evidence supporting the findings, arguments from literature and my own explanations are also a part of this chapter. Likewise the answers to the research questions posed in the first chapter can be found in Discussion chapter. The last chapter is Conclusion and it gives the clear summary of the major findings and informs of the limitations of the study.

Chapter 2: Literature Review

2.1. Introduction

In this chapter the review of the literature about the relationship between students' social competence, emotional intelligence and their academic achievement is presented. I will try to provide the reader with the clear explanation of the nature of the key concepts and theories which are related to the research.

In the first section I will describe the concept of social competence and its three dimensions which were used in this study. The influence of social competence on students' learning outcomes will be presented in this section as well. The second section will be about emotional intelligence and its links to academic achievement. Each of the four domains of emotional intelligence will be presented in separate subsections. The third section is devoted to the influence of gender, age and medium of instruction on academic achievement.

2.2. Social Competence

This section introduces the concept of social competence and its relationship with academic achievement. The three key dimensions of social competence are described in detail.

2.2.1. Definition of social competence. Social competence is a multidimensional concept, "socially and culturally constructed" (Hyson, 1994, p. 1047) and that is why its definitions in the literature are different in their meaning. Some of the definitions are focused on human behavior. In 1983 Waters and Sroufe proposed that social competence reflects the ability to manage behavior and cognition to achieve set social goals (p. 2). McFall and Dodge (1982, p. 13) also connect social competence with behavior in their

definitions saying that it is a judgment about other's behavior and the ability to behave skillfully. Putallaz and Gottman (as cited in Dodge, Pettit, McClaskey, Brown, & Gottman, 1986, p. 1) support this position as well relating social competence to a person's physical and mental condition giving the following definition: "[social competence refers to] aspects of social behavior that are important with respect to preventing physical illness or psychopathology in children and adults". Similarly, Howes, Rubin, Ross, and French (1987, p. 1) argue that social competence is the ability to behave in such a way that a person has successful interaction with peers. In similar terms, Ten Dam and Volman (2003) even claim that social competence refers "to the skills necessary to function adequately in daily life" (p. 120).

Other researchers have associated social competence with social outcomes such as being popular and liked by peers, having friends and displaying effective social interaction (Hubbard & Coie, 1994). For instance, Foster and Ritchey (as cited in Hubbard & Coie, 1994, p. 2) directly connect social competence with realization of social goals in their definition; Anderson and Messick view it as an ability to conduct effective social interaction and Chen et al. associate social competence with positive adjustment (as cited in Lee, Hankin & Mermelstein, 2010, p. 604). O'Malley (1977) also explains the notion of social competence with socially productive interactions between a child and peers or adults.

Etel and Yagmurlu (2015, p. 520) not only connect social competence with peer relations but also point out to students' prosocial behavior and their emotional condition as its crucial dimensions: "Socially competent children engage in harmonious interactions, show less antisocial and more prosocial behavior, understand emotion expressions, and remain emotionally and behaviorally organized in challenging situations". Prosocial behavior was chosen as one of the key dimensions for this research due to the fact that

recent findings demonstrate that prosocial children demonstrate better academic performance at school (Caprara et al., 2014, p. 386). Along with prosocial behavior peer relationships, the extent to which individuals are liked and accepted by their peers is a core indicator for success in studies (Gallardo, Barrasa, & Guevara-Viejo, 2016, p. 1638). Thus, peer relations have become the second core dimension of social competence to be a key variable in this research.

Conduct problems are also closely connected to social skills. Dodge and Godwin, as well as Webster-Sratton, Reid, and Hammond (as cited in Schell, Albers, Kries, Hilenbrand, & Hennemann, 2015, p. 647), state that children with behavioral problem possess fewer social problem solving strategies. As a result they have fewer positive friendships and quite often prefer aggressive behavior which means that they lack social skills. That is why conduct problems were pointed out as the third dimension of social competence.

In this part of the second chapter the definitions of social competence as well as its core dimensions were presented. The reasons why prosocial behavior, peer relations and conduct problems have emerged as the key variables of the current study were stated. The three following subsections are devoted to information about peer relations, prosocial behavior and conduct problems as dimensions of social competence.

2.2.2. Peer relations as a dimension of social competence. Peer relations are considered by a number of authors as an important dimension of social competence (Asher & Dodge, 1986; Chen et al., 2001; Howes, Rubin, Ross, & French., 1988). As Chen et al. (2001) state, peer relations are significant for child development because they give children opportunities to learn from each other. Howes et al. (1988) support the idea of peer relations having a great influence on child development saying that

Some children find peer relations easy. They have many friends and are considered socially competent by their teachers. Others experience difficulty establishing and maintaining friendships. Their contacts with peers may be hostile and unpleasant. They may withdraw from peer contact, or their peers may reject them. These socially incompetent children are at risk for poor social adjustment in later life. (p. 1)

In addition, it is claimed by Bost, Vaughn, Newell Washington, Cielinski, & Bradbard. (1998, p. 195) that the degree of social competence attained "may serve as the foundation for future achievements". Taking into consideration the opinion of Howes et al. (1998), Chen et al. (2001) and Bost et al. (1998), it would be logical to assume that peer relations may have its own impact on children's academic achievement too.

According to the literature, peer relations have been measured in two ways. On the one hand, Bost et al. (1998) present peer acceptance as an indicator of peer relations. The authors believe that good peer acceptance influences positively students' emotion regulation and emotion expressiveness as well as their behavior. Children who are liked by peers are friendlier and are able to take part and organize group activities (Bost et al., 1998).

On the other hand, Asher and Dodge (1986) use opposite to peer acceptance indicators - peer rejecting and peer neglecting - to measure peer relations. They explain the difference between these two notions by saying that "neglected children are those who, although they lack friends, are not particularly disliked by classmates. Rejected children, by contrast, are overtly disliked by others" (Asher & Dodge, 1986, p. 444). Peer rejection affects child emotions and behavior negatively: such children are often aggressive and

display disruptive behavior due to the feeling of loneliness and social dissatisfaction. Later it usually leads to the problems with social adjustment in life (Asher & Dodge, 1986).

Chen et al. (2001) point out the connection of peer relations with students' emotional condition reasoning this by the fact that peers may provide children with some support in adjustment to the new environment and coping with difficulties. Moreover, Chen et al. (2001, p. 266) declare that "group affiliation may play a significant role in social, academic and psychological development". Thus, peer relations can be considered as an important dimension of social competence which may possibly affect students' academic achievement to some degree.

2.2.3. Prosocial behavior as a dimension of social competence. There is a row of definitions of prosocial behavior in the literature but the majority of authors agree on the following: "prosocial behaviors include a wide range of voluntary actions, which are directed at other people's benefit" (Stefan, Balaj, Porumb, Albu, & Mircea, 2009, p. 128). These voluntary actions differ according to the age group and other important factors. For example, among children behaviors that fall under prosocial category are sharing toys and other objects, turn-taking and helping each other (Stefan et al., 2009). Additionally, prosocial-sociable, or demonstrating prosocial behavior children, "tend to be liked by peers and viewed as competent by teachers, and to be academically proficient and emotionally stable" (Chen et al., 2001, p. 267).

As Chen et al. (2001, p. 268) claim, it is interesting that prosocial-sociable children usually influence positively on their peers especially in group relations. If groups are formed on the basis of prosocial and cooperative norms and values, the members of such a group would motivate others to display socially desirable attitudes and behaviors in social

interactions and academic performance. This type of group relationship may lead to the social status increase, better peer acceptance and higher academic grades.

      2.2.4. Conduct problems as a dimension of social competence. According to Brotman, Gouley, O'Neal and Klein (2004), children who have behavioral disorders tend to have histories of social problems along with difficulties in relationships, especially in peer relations (p. 389). Moreover, Webster-Stratton and Lindsay (1999) claim that conduct problems lead to difficulties in making and keeping friends, and such children are often rejected by peers (p. 25). Lack of social skills may initiate and maintain problems in behavior. Drugli et al. (2007, p. 370) argue that peer rejection and aggression are mild effects of conduct problems, whereas strong disruption in behavior may lead to lasting psychological problems. Along with Drugli et al., Ogden also connects conduct problems to social competence saying that "socially competent students are less engaged in problem behavior, are better at making friends, have more effective ways of dealing with authority and are more adept at conflict resolution and problem solving than their more disruptive peers" (as cited in Poulou, 2014, p. 356). Thus, conduct problems can be considered as a negative dimension of social competence.

      A great number of scholars propose that conduct problems is a considerable part of students' social life. Some scientists claim that as 13% - 18% of all preschool children demonstrate serious conduct problems such as hyperactivity, aggressive behavior, anxiety, unhappiness and withdrawal. Furthermore, such behavioral disorders may have long-term negative consequences in life (Schell et al., 2015, p. 647). It is stated by Webster-Sratton, Reid, and Hammond (2001, p. 947) that children with behavioral problems are not able to fully regulate their emotions and possess fewer social problem solving strategies. As a result they have fewer positive friendships and quite often prefer aggressive behavior. Such aggressive behavior in childhood often leads to peer rejection which in most cases

continues in adolescence. Children and adolescents with conduct problems do not consider prosocial behavior and lack positive communication skills (Webster-Stratton & Woolley Lindsay, 1999, p. 25). In short, they lack social skills which are associated with social competence.

One of the indicators to evaluate students' behavioral problems is compliance to rules. Stefan et al. (2009) claims that behavior is considered problematic or non-problematic according to its compliance to the rules which are set in the society. For those students who experience difficulties in following the rules it is usually hard to stay on task, which in its turn leads to poor academic achievement. Stefan et al. (2009) also say that conduct problems are not always natural and may be created by children on purpose in order to assert their autonomy in relation to grown-ups. These name behavioral disorders as one of the causes of peer rejection and externalizing problems.

2.2.5. Social competence and academic achievement. Although it has been acknowledged for a long time that intellectual ability has a great influence on students' academic achievement, their ability to interact with people around and behave appropriately in the society is crucial for effective use of the intellectual potential (Magelinskaite-Legkauskiene et al., 2016, p. 30). Thus, it can be assumed that social factors play an important part in academic performance and that school success can be ensured not only by students' cognitive and academic preparedness but also by their behavioral adjustment, the ability to manage emotions get along with others (Webster-Stratton & Reid, 2004, p. 97). A review of the literature on this topic suggests that social competence and academic achievement can be related to each other in three ways.

First, social competence and academic achievement can be directly related. In this regards, Ponitz, McCelland, Matthews and Morrison in 2009 found that social competence

of a sample of preschoolers in early autumn had a direct impact on academic achievement in spring. Similarly, McCelland, Morrison and Holmes. (2000) revealed that students of the 1st and 2nd grades with lower social competence scored lower in reading in mathematics. Magelinskaite-Legkauskiene et al. (2016) claim that having difficulties in communication and controlling negative emotions it is problematic for students to master academic content, while cooperation skills and self-control are among the most significant factors in increasing academic achievement (see, p. 31). Malik and Shujja (2013) claim that socially stable children solve academic problems without taking stress (p.80).

It is also important to notice that among the three dimensions of social competence the strongest link with academic outcomes is set with students' conduct problems. For instance, Chen et al. (2001) argue that behavioral problems are associated with social and school problems and children with conduct problems often experience peer rejection and difficulties in academic performance. The same idea is presented by Turley, Gamoran, McCarty and Fish (2017) who point out that the effects are so strong that "they are comparable to the effects of prior grades, which are among strongest predictors of achievement, and which are even larger than gaps typically found by socioeconomic status and race / ethnicity" (p. 206). In addition, they also state that if antisocial behavior increases, apart from academic underachievement it promotes conflicts between students and teachers.

Second, some scholars also claim that there is an indirect link between social competence and academic achievement which is linked to interpersonal skills because a child's academic performance to some degree depends on their ability to build positive relationship with peers (Magelinskaite-Legkauskiene et al., 2016, p. 32). Such relations turn to social support in achieving high academic results because such social skills let the child to elicit assistance from better performing peers (Caprara, Barbaranelli, Patorelli,

Bandura & Zimbardo, 2000). The connection between social competence and academic achievement was proved in the longitudinal study of Magelinskaite-Legkauskiene et al. in 2016. The research was conducted at the second semester of the 1st grade in 14 schools of Kaunas, a large city in Lithuania. A sample of 380 children among which there were 211 girls and 169 boys took part in the study. The result of the research of Magelinskaite-Legkauskiene et al. in 2016 stated that

> children scoring higher in interpersonal social competence were more popular with their peers and have larger communication networks, which may serve as a source of social support when facing difficulties in learning or may reinforce efforts of keeping up with high achieving classmates. Furthermore, children who have poorer communication skills, face difficulties in performing group tasks, which are particularly valued in a contemporary educational system. (p. 37)

Third, Welsh, Parke, Widaman and O'Neil (2001, p. 464), suggest that there exists a reciprocal relationship between social competence and academic achievement. The authors posit that social competence and academic achievement influence each other over time, however, little empirical research was undertaken to evaluate this idea.

Thus, social competence is a multidimensional concept which consists of three dimensions: peer relations, prosocial behavior and conduct problems. Scholars express various opinions about the influence of social competence on academic achievement. Some of them claim that academic achievement is strongly affected by social competence, whereas others do not see any links between these two concepts. The third opinion is focused on reciprocity of social competence and academic achievement. Further emotional intelligence and dimensions will be introduced.

2.3. Emotional Intelligence

This section introduces the concept of emotional intelligence along with its influence on academic achievement. Each of the four dimensions of emotional intelligence is presented in a separate subsection as well.

2.3.1. The concept of emotional intelligence. Emotional intelligence is a relatively modern construct that was coined by Mayer and Salovey in the 1990s (as cited in Mayer and Salovey, 1997) to refer to a set of skills to understand, to perceive accurately, appraise, and express emotion; The ability to access and / or generate feelings when they facilitate thought; The ability to understand emotion and emotional knowledge; And the ability to regulate emotions to promote emotional and intellectual growth (p.10). Emotional intelligence has its roots in Thorndike's social intelligence and Gardner's interpersonal and intrapersonal intelligences and was internationally popular after the publication of the book entitled Emotional Intelligence by Daniel Goleman. At present, there are two approaches to the study and measurement of emotional intelligence: ability emotional intelligence and trait emotional intelligence.

On the one hand, ability emotional intelligence "adopts an integrative model approach which regards emotional intelligence as a global ability which joins together specific and individual abilities. For example, … (1) an ability to accurately perceive emotions in the self and others; (2) skills required to use emotions to facilitate thinking; (3) the ability to understand emotions, emotional language and the signal conveyed by emotions, and (4) the ability to manage emotions in order to attain specific goals" (Pope, Roper, and Qualter, 2012, pp. 907 – 908).

Lopes, Salovey and Straus (2003) state that ability emotional intelligence measures are connected with the quality of social relationships and empathy (p.646). To measure

ability emotional intelligence traditional general ability-type measures are used (Pope et al., 2012, p. 907). These measures include Multi-factor Emotional Intelligence Scale – MEIS and Mayer, Salovey Caruso Emotional Intelligence Test – MSCEIT. However, ability emotional intelligence measures have been criticized due to the absence of absolute correctness criterion (Pope et al., 2012, p. 908).

On the other hand, trait emotional intelligence is more related to the field of personality (Pope et al., 2012, p. 908). Trait emotional intelligence has been defined as a as a constellation of emotional perceptions assessed through questionnaires and rating scales (Petrides, Pita, & Kokkinaki, 2007, p. 274). Trait emotional intelligence is typically measured via self report measures and presents the links to psychological health, success and performance at work (Downey, Mountstephen, Lloyd, Hansen, & Stough, 2008, p. 11). Trait emotional intelligence is composed of four different dimensions, including emotionality, self-control, sociability, and well-being, and was used as a framework to study emotional intelligence and its relationship with students' academic achievement in this study. In the following subsections four dimensions of trait emotional intelligence will be presented.

2.3.2. Self-control. Every day people resist some impulses to say hurtful things, to eat fattening food, or to show their emotions. This is associated with self-control which can be defined as "the capacity for altering one's own responses, especially to bring them into line with standards such as ideals, values, morals, and social expectations, and to support the pursuit of long-term goals" (Baumeister, Vohs, & Tice, 2007, p. 351). In contrast to Baumaister et al. who accept self-control as a changeable ability, Gottfredson and Hirschi (as cited in Teasdale & Silver, 2009, p. 206) worked out a self-control theory in which they claim that self-control is a fixed by about the age of seven or eight and describe people with low self-control as "impulsive, insensitive, physical (as opposed to mental), risk-

taking, short sighted, and non-verbal". In this research study self-control is considered to be a changeable ability. Emotional self-control enables a person to restrain their emotions and respond in the way which would positively affect the process of interaction. This is possible to carry out due to a person's ability to understand and express emotions which again returns us to the key abilities of emotional competence. As Lopes et al. (2012) state, those individuals who have learned to regulate and control their emotions are capable of constraining inappropriate behavior, calm themselves down, use emotions to attract attention and to influence the feelings, thoughts and behaviors of others. Emotional self-control usually focuses not only on intrapersonal but also on interpersonal emotions, because emotions are contagious (Lopes et al., 2012).

Self-control is regarded by many authors as very beneficial because children with better self-control are less inclined to smoke or drop out of school. According to Arriaga and Rusbult, "regulating emotional arousal can help people avoid reciprocating destructive behavior and escalating hostilities… and is positively related to the quality of interaction with friends and peers" (Lopes et al., 2012, p. 716). In addition, those children who are better at regulating their emotions prosper in their adult life because of higher academic achievement and better interpersonal relations and physical health (Duckworth, 2011).

2.3.3. Sociability within emotional competence. The term 'sociability' is closely connected with social interaction and peer relations. As a dimension of emotional intelligence, sociability is associated with a person's interpersonal relationships and a low level of loneliness (Nozaki, 2015). Good sociability characteristics may ensure great interpersonal satisfaction from peer interaction, however it is impossible to obtain these skills overnight – one should learn to accumulate appropriate interpersonal behaviors in specific social situations step by step (Nozaki, 2015).

Sociability is regarded a dimension of emotional intelligence because it affects peer interactions, which are often characterized by positive or negative emotions. The level of these emotions often becomes a crucial factor in building peer relationships (Garner & Estep, 2001), and this again attests interdependence of social and emotional competencies. This interdependence is proved by Garner and Estep (2001), who claim that "children use their knowledge of emotions and their emotion regulation skills to anticipate the actions of others and to develop their own strategies for initiating, regulating, and maintaining peer interactions" (p. 30). Moreover, sociability is highly affected by the abilities to understand, express and regulate emotions since these abilities ensure more acceptable social behavior and empathy (Mostow et al., 2002). Thus, it can be concluded that sociability is one of the major dimensions of emotional intelligence which should be taken into consideration during identification of the relationship between students' social and emotional competence and their academic achievement.

2.3.4. Psychological well-being. Well-being is generally understood as feeling positive, happy and fulfilled (Petrides, 2009, p. 547). Well-being is regarded in the literature as a capital factor impacting both academic life and health of young people (Mechanic & Hansell, 1987, p.364). With regards to students' academic life, well-being should be acknowledged as a powerful dimension of emotional intelligence which possibly may have a great impact not only on students' social interactions and peer relations but on their academic achievement too. In terms of physical health, researchers agree that the absence of psychological well-being may cause such internalizing conduct problems as depression and anxiety as well as such externalizing conduct problems as aggression and hyperactivity. These conduct problems are the most mental health concerns for children and adolescents (e.g., Perreira & Ornelas, 2011), so it can be seen how great is the

influence of psychological well-being on children's social and emotional competencies, which in their turn possibly affect their academic performance.

2.3.5. Emotions and emotionality. Emotions are an inherent part of our everyday life and the fact that they play a great role in it was acknowledged by scientists relatively recently. Emotions are defined by Denzin (1983) as "a social, interactional, linguistic, and physiological process that draws its resources from the human body, from human consciousness, and from the world that surrounds a person" (p. 404). They are also called by Denzin (1983) 'self-feelings' which are stuck to social acts and interactions. At the same time, Denzin (1983) notices that pure behavior is not emotion. While 'emotion' stands for a particular feeling of somebody, 'emotionality' refers to a quality or potential. It is "an ability to be emotional, whereas emotions are specific manifestations of emotionality" (Pahl, 2009, p. 547). Although it is necessary to differentiate between emotions and emotionality, for this research study both notions are equally important.

The role of emotions in child development has become the point of special interest in recent years (Fabes et al., 1999). According to Fabes et al. (1999),

Socially competent children display emotions that are responsive to group norms and strike a balance between their own desires and interests and those of other children. Moreover, children's social competence is related to their ability to identify and express emotions and emotional intentions. (p. 432)

2.3.6. Emotional intelligence and academic achievement. Research aimed at examining the relationship between emotional intelligence and academic achievement has yielded contradictory results (e.g., Brouzos, Misailidi and Hadjimattheou, 2014, p. 86).

On the one hand, some researchers have evidenced a positive influence of emotional intelligence in academic achievement in schools (Fayombo, 2012; Ranjbar,

Khademi, & Areshtanab, 2017; Marikutty & Joseph, 2016). For example, Costa and Faria (2015) claim that "students with higher emotional competence define greater academic goals and reflect better levels of self-discipline, motivation, stress regulation, work organization, learn more and have higher grades" (p. 39). It was proved by the research findings of Eastabrook, Duncan and Eldridge (as cited in Brouzos, 2014, p. 86) who divided children in their sample into three groups according to their GPA: "below average", "average" and "above average". The participants in the "above average" group possessed higher level of interpersonal and adaptability skills. Mohammed Elhaj studied the links between emotional intelligence and English language achievements among private secondary schools' students at Khartoum locality in Sudan. Her sample comprised 330 students of adolescent age (14 – 17 years old) and she used the Bar-On Emotional Quotient Test to measure emotional intelligence. Using the quantitative analysis, Mohammed Elhaj (2015) confirmed that emotional intelligence had a significant relationship with the academic achievement of secondary school students in learning English language.

On the other hand, studies by such researchers as Lavasani, Borhanzadeh, Afazali and Hejazi (2011); Haddadi Koohsar and Ghobary Bonab (2011) showed no significant relation between emotional intelligence and academic achievement. Jenaabadi (2014) conducted a descriptive-correlative study among 2,000 master's students in order to find out if there is relationship between emotional intelligence, self esteem and academic achievement. The results of the research were similar to Lavasani and Haddadi Koohsar's: emotional intelligence cannot be regarded as a scale for predicting academic success.

The results of the study by Brouzos et al. (2014) which was conducted among children and adolescents in order to examine the relationship between trait emotional intelligence and academic achievement were divergent. According to Brouzos et al. (2014),

in the 8- to 10-year-old group, total emotional intelligence did not correlate

significantly with children's performance in Maths and Greek. … Conversely, in

the 11- to 13-year-old group, the results showed that children's total ED-i:YV

scores predicted performance in both academic subjects. (p. 95)

2.4. The Influence of Gender, Age and Medium of Instruction on Academic Achievement

This section focuses on the impact which such factors as gender, age and medium of instruction may have on learning outcomes. Each factor is represented in a separate subsection.

2.4.1. Gender and academic achievement. As the tendency of girls outperforming boys in Mathematics, the Sciences and English is increasing, this issue is being widely discussed by scholars around the world (Agak, 2002, p. 94). In the present time not only educators, but also arents and students themselves believe in this opinion. The situation can be explained by girls' natural ability to develop speech earlier and by their possession of better linguistic skills; boys in their turn perform in verbal reasoning at a higher level (Agak, 2002, p. 94). Moreover, psychologists believe that girls' motivation to study lets them to maintain their high academic level through years, whereas boys' results may vary up to three points (Budrina, 2017, p. 1391). Budrina (2017) in her study argues that girls exceed boys in all subjects and show more interest in lessons than boys. She relates it to females' greater compliance to rules which requires studying harder and without additional incentives. Interestingly, that general intelligence levels of males and females do not differ greatly (Carvalho, 2016, p. 54), and this has led to the increase of interest among researchers to the influence of gender on academic performance.

Dayioglu and Turut-Asik (2004) as well as Tinklin (2003) report in their research papers about the gap in academic achievement based on gender. Dayioglu and Turut-Asik (2004) in their study of 10434 Turkish graduates state that females obtained higher CGPA , Tinklin (2003) also supports this position saying that females leave schools with better final grades (p. 312). Carvalho (2016) in his study of gender differences in academic achievements finds the same gain academic outcomes, and he focuses on the role of gender personality traits and behavioral dimensions because such biological gender features as brain organization cannot fully explain the differences between males and females in learning outcomes. Carvalho (2016) points out self-discipline and diligent behavior as important non-intellectual dimensions necessary for academic success. Other researchers present the other reasons of gender differences in learning outcomes such as females being more performance oriented than males or boys and girls using different approaches in studies (Musa, Dauda, & Umar, 2016, p. 169).

On the other hand in some literature it is claimed that the difference in academic performance based on gender exists but is constantly getting narrower (Fin & Ishak, 2012, p. 1093), or there is actually no significant difference (Joseph, John, Eric, Yusuf, & Olubunmi, 2015, p. 2). For instance, in the study conducted by Kupczynski, Ice, Gibson, Richardson, and Challoo in 2011, there was not association between gender and grades found notwithstanding the fact that 72% of the sample population were females (2011, p. 147).

In conclusion, it is important to notice that though the opinions of scholars on the topic of gender differences in academic achievement differ, the majority of authors prone to relate differences in learning outcomes to gender.

2.4.2. Age and academic achievement. Age is considered to be a predictor of academic success by such researchers as Ali and Ahmad (2011), Al-Mutairi (2011), Block, Udermann, Felix, Reineke & Murray (2008) and others. Thus, according to Amro, Mundy and Kupczynski (2015), younger students tend to have better academic outcomes than their mature counterparts in colleg setting (p. 7). The same position is held by Nam (2014), who suggests that "older students attain higher academic achievement than younger students, even in high school, and are more likely to graduate from high school and enter college" (p. 106), and it was proved by his study conducted among secondary school students in Korea in 2013. In the research study of age effects on academic performance conducted by Ponzo and Scoppa (2014) among teenagers of 9 – 15 years old it was found out that age effects were rather strong: younger children had substantially lower results than their elder peers (p. 597). Taking into consideration the results of all the research studies conducted in order to study this issue, it may be assumed that age affects students' learning outcomes significantly.

2.4.3. Medium of instruction and academic achievement. It is stated in the literature that language plays a crucial role in being successful at school (Broomes, 2013, p. 4). Civan and Coskun (2016) state that "students whose language proficiency levels are not adequate have difficulty in grasping the subject matters. Many researchers found that students who are more proficient in the instruction language are on average more successful" (p. 1984). For example, according to the research study onducted in Ontario, Brown and Sinhay in 2008 among 31,548 students, academic achievement varied across language groups; in addition, due to language difficulties immigrant children had lower scores than those whose parents were Canadians (Broomes, 2013, p. 5). Strong dependence of academic success on language of instruction was proved by the results of research conducted by Civan and Coskun (2016) among students studying in Turkish and in

English. It was found that English medium of instruction negatively affects students' learning outcomes (Civan & Coskun, 2016, p. 1999).

However, some scholars support the opposing view claiming that there is no relationship between home language and students achevement. Thus, Cummins (2009) argued that in Canada and Australia immigrant students had better learning outcomes than native students (as cited in Broomes, 2013, p. 5). The results of the study by Dafouz and Mar Camacho-Minano, M. (2016) who studied the impact of English medium of instruction on university student academic achievement supported this view as well: English medium of instruction students did not outperform their non-English medium of instruction peers; their results were almost equal (p. 65).

In conclusion, it is significant to state that the majority of scholars consider gender and age as strong predictors of academic success. Views of the influence of medium of instruction on learning outcomes differ across literature: some authors see the relationship between these two concepts, whereas others reject it.

2.5. Conclusion

In this chapter, the major points from previous studies on the topic were presented and discussed. Particularly, the concepts of social competence and emotional intelligence, their main dimensions were presented and critically analyzed. The importance of interdependence of these concepts was revealed by the author. The chapter also highlights the relationship between social competence, emotional intelligence and academic achievement. The effects of gender, age and medium of instruction on academic outcomes are described as well. In the next chapter the methodology of this research paper will be described and justified.

Chapter 3: Methodology

3.1. Introduction

The previous chapter was devoted to the presentation of the literature review and in this chapter the methodology of this thesis will be introduced. The purpose of this study is to examine the relationship between students' social competence, emotional intelligence and their academic achievement at NIS Aktobe.

In this chapter the choices which were made while establishing methodology for this research study will be discussed and explained. The chapter contains a detailed description of the research process presenting the setting, sample, measurement instruments, procedures, and analysis which was used when this research was conducted.

The first section will introduce the research design which was implemented for conducting this research study. In the second section setting and sampling procedures will be presented. NIS Aktobe is introduced in detail here: its location and conditions for research are fully described. The process of sampling selection from the broader population and its general descriptions will be provided in this section as well. There is also the detailed information about the participants of this research study such as gender, age and their language of instruction.

The research methods which were used for data collection will be described and justified in the third section. More specifically, in this part the instruments which were used for data collection will be introduced. The third section also introduces the process and procedures of data collection used in this study.

In the fourth section the reader will be provided with the data analysis approach which describes the process of analyzing the information received. In the fifth section ethical considerations will be described.

3.2. Research Approach and Design

This section includes the description and justification of the approach which was used to conduct this research study. The author of this thesis will also describe the research design strategies which were used for this research and report about the research process of this study.

There are two main paradigms in the field of educational research: qualitative and quantitative. In qualitative research the main research problem and the central phenomenon are explored, the purpose and research questions are stated in a general way, data collection is based on the small number of participants. It is suits better the studies where the variables within the research problem are unknown or it is unnecessary to explore them (Cresswell, 2012). Anderson (2010, p. 2) states that one of the limitations of qualitative research is its lacking rigor which is "more difficult to maintain, assess and demonstrate". Moreover, in qualitative approach the researcher's presence and active participation during data collection procedures is unavoidable, and it may affect the subjects' responses (Anderson, 2010).

As for quantitative approaches, they "provide us with an objective framework for testing and validating theories and hypotheses about the world around us" (O'Dwyer & Bernauer, 2014, p. 63). Quantitative research approaches are helpful explaining cause and effect relationship more persuasively. As the point of interest of this paper is the relationship between students' socioemotional competence and academic achievement and the degree of their impact on each other, quantitative approach fits this study better

because it focuses on the explanation of the relationship between variables (Cresswell, 2012). The results of quantitative research can be generalized; moreover, it is often more credible in the viewpoint of people in power, such as administrators, authorities, etc. One of the major characteristics of the quantitative research is "collecting numeric data from a large number of people using instruments with preset questions and responses" (Cresswell, 2012, p. 13).

Within the quantitative paradigm a correlational cross section research design for this research study was used. According to Cresswell (2012, p. 338), correlational research designs allow "investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables". In other words, using a correlational design a researcher has an opportunity to relate two or more scores using correlation statistic. It was decided to use non-experimental explanatory correlational design due to its opportunity to see the extent to which changes in one variable affect changes in the other variable, or the way they co-vary (Cresswell, 2012, p. 340). According to O'Dwyer and Bernauer (2014) "in a cross-sectional research design, data are generated at only one point in time, thus providing a snapshot of the attribute, behaviors, or phenomena that the researcher is studying" (p. 158). Therefore, this study employed non-experimental cross-sectional survey research design, as it fully corresponds to the research problem and is the most appropriate type for my research questions. This is a suitable type of quantitative design because the purpose of this thesis is to study the relationship between students' social and emotional competence and their academic achievement, i.e. how they affect each other.

3.3. Research Site and Sampling Procedures

In this section the place where the research was conducted will be described. The participants and the details about them will be given as well.

3.3.1. Research site. All the data was collected in one educational organization which is NIS Aktobe. The school was chosen for several reasons. The first reason is that NIS Aktobe is the place where the researcher works. That is why it was easier to set a better contact with the parents of the students who are supposed to become the participants of the study as well as to get access to the necessary data about their academic achievement. The second reason is that the school enrolls mostly gifted and exceptional students for whom academic achievement is an important part of their learning process and social life. The third reason of choosing NIS Aktobe is its student-centered approach in teaching. This way of teaching assumes a great deal of student interaction because it is based on collaborative culture and cooperative learning (Pederson & Liu, 2003), and this requires students to display the certain level of their social competence and emotional intelligence.

3.3.2. Sampling. The target population required for this study was recruited from the students of NIS Aktobe. The participants were chosen for the research study only on a voluntary base. A sample of 152 participants was selected by using non-probabilistic purposive maximum variation sampling procedures to capture a wide range of perspectives on the point of interest of this study across participants' gender, language of instruction, grade, and academic achievement.

First, to capture diversity of experiences across students in classes with different language of instruction, 74 participants in classes with Kazakh as medium of instruction and 78 participants in classes with Russian as medium of instruction were selected.

Second, approximately 15 participants from 7th, 8th, 9th, 10th, and 11th grades were selected, both in classes with Kazakh and Russian as medium of instruction. The number of females was 82 and the number of males was 70. All the participants were allocated in the three groups according to their GPA for the first two terms of 2016 – 2017 academic year. The top 50 were considered as high performers, those 50 in the middle of the list - average students, and the last 50 students were defined as lower performing students.

3.4. Research Methods

This section will provide the reader with the research methods which were used for data collection for this thesis. More specifically, it will introduce the instruments that were used to gather the data. The thesis examines the relationship between students' social competence, conduct problems, emotional intelligence and their academic achievement. To measure social competence, conduct problems and emotional intelligence two tools were used in the process of data collection. This section also contains the information about measuring academic achievement. The reliability and validity of the measurement instruments are discussed in the "Data Analysis" chapter, since one can assess these criteria only after collecting and analyzing data.

3.4.1. Strength and Difficulties Questionnaire (SDQ). The Strengths and Difficulties Questionnaire (SDQ) was used to measure students' social competence (Appendix A). The instrument is a widely used and well-validated measure of adjustment in adolescence. This is a self-reported behavioral screening questionnaire that asks about 25 attributes which are split into 5 scales: conduct problems, peer relations, emotional symptoms, hyperactivity and prosocial behavior. The participants should mark each item in a 3-point Likert scale as "Certainly True", "Somewhat True" or "Not True". To answer the research questions of this study, only three of the scales of the instrument will be used:

conduct problems, prosocial behavior and peer problems. Each of the scales contains 5 questions.

The items of the Strengths and Difficulties Questionnaire include the statements which are related to the types of scales (Goodman,Meltzer, & Bailey, 1998). For example, "I usually do as I am told", "I try to be nice to other people", "I am constantly fidgeting or squirming", etc. The participants completed the survey individually and the process of completion took about 10 minutes of their time.

3.4.2. Trait Emotional Intelligence Questionnaire (TEIQue). The Trait Emotional Intelligence Questionnaire - Adolescent Short Form was used to measure students' emotional competence in this study (Appendix B). The TEIQue is among the few measures to evaluate the personality construct comprehensively and systematically (Siegling, Vesely, Petrides, & Saklofske, 2015, p. 526). The questionnaire comprises four interrelated dimensions: Emotionality (emotion perception, trait empathy, emotion expression, and relationships), Self-Control (emotion regulation, stress management, and low impulsiveness), Sociability (assertiveness, emotion management, and social awareness) and Well-being (self-esteem, trait happiness, and trait optimism) (Petrides, 2009). These dimensions are represented by 30 items under 15 facets which are rated on a 7-point scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*).

As Siegling et al. (2015) argue, "research comparing the TEIQue to other self-report EI measures has distinguished it in terms of strong psychometric properties, particularly criterion and incremental validity" (p. 526). In the study by Gardner & Qualter (as cited in Siegling et al., 2015, p. 526) the TEIQue explained the most variance in a range of criteria and also excelled in evidence for its incremental validity. Thus, the TEIQue can be assumed as an accurate instrument to represent trait emotional intelligence.

3.4.3. Grade Point Average. Grade Point Average (GPA) was used to measure students' academic achievement because it is one of the most acknowledged and widespread uniform grade distribution policies (Mehrens & Rogers, 1970, p. 169). Average grades for the whole courses taken in the first two terms in 2016 – 2017 academic year were obtained from the school administration after getting the participants' parents' permission. The GPA was reported in the form of 1 to 5 scale grade points.

3.5. Data Collection Procedures

After getting permission from Nazarbayev University Graduate School of Education to conduct the research, it was necessary to get permission from the principal (gatekeeper) of NIS Aktobe. The researcher requested a meeting with the gatekeeper to describe the purpose of the study and the research questions as well as the measurement instruments. The content of the questionnaires was given particular attention and emphasis because the participants of the study were under the age of 18 and it was crucial to show the gatekeeper that the questionnaires are acknowledged within the educational circles and would not hurt the feelings of the participants. The researcher also asked the gatekeeper for the permission to access the school data about students' GPA.

The next step was getting informed consent forms from the participants and their parents (Appendix C). In order to explain the essence and the details of the suggested research, the consent forms were translated into Kazakh and Russian. The consent forms included the information about the purpose of the study, its significance, the risks and benefits and the participants' rights. The hard copies of this informed consent form were given immediately to those participants who live with their parents in the city. Those participants, who live in the dormitory at school, were asked to send the scan copy of the

informed consent form to their parents. The signed copies were brought back after the participants go home for the weekend.

The data collection procedures started in the middle of January and completed by early March. Every class was visited separately because of the differences in the timetable. Data gathering was conducted after the lessons in the afternoon when students had enough free time to answer the questions. The researcher distributed the questionnaires and gave the students the instructions how to complete them. The participants completed two questionnaires: Strengths and Difficulties Questionnaire and Trait Emotional Intelligence Questionnaire. It took children about 30 minutes to complete the questionnaire. After that the questionnaires were collected for analysis.

The participants' GPA was taken from the school academic archive after getting permission from the participants' parents and the principal of the school.

3.6. Data Analysis Procedures

When all the necessary data were gathered, the researcher entered it into a database in the Statistical Package for the Social Sciences (SPSS). Before analyzing the data, the database was checked for errors and missing data. Descriptive, inferential and correlational statistics SPSS methods were used during the data analysis procedures.

Descriptive statistics demonstrated the information about the proportion of the target population in age, gender, language of instruction and academic achievement. It also allowed to see the average level of the participants' social competence and emotional intelligence through analyzing the following variables: prosocial behavior, peer relations, conduct problems, emotionality, self-control, sociability and well-being.

The second step in the data analysis process was inferential analysis which focused on the relationship between the variables. Independent-samples t-test and one-way between-groups ANOVA was used in order to compare and explore the means of different groups of participants. In order to analyze the strength of the connection between the variables the researcher conducted correlation and regression analysis.

3.7. Ethical Issues

This study was conducted in accordance with ethical norms and principles. I followed the ethical guidelines of the NUGSE and only proceeded with the research when the relevant endorsement was granted. Since the participants of the research were children under 18, before involving them into the research process their parents were asked to carefully read and sign the informed consent form. The parents of the participants were informed that by signing the informed consent form they expressed their agreement to have their children taking part in the research study. The participants and their parents were said that they had a right not to answer any specific questions or to withdraw at any moment without penalty. In the informed consent form the researcher provided the participants and their parents with all the essential information about the study: the purpose of the research, its potential risk and benefits.

The anonymity of the participants could not be ensured as their identities were revealed when they did the questionnaires and also by their GPA. However, all the parents and the respondents were ensured of the confidential nature of their participation. When the participants' questionnaire answers were related to their GPA, all the names were deleted. No names or any identifying data were included in any research report derived from this study. The data on GPA was kept in the password-protected file. The questionnaires were kept in the researcher's room, in a locked drawer. Only two people had access to the data: the researcher and her advisor. The hard copy questionnaires were

subsequently destroyed after analyzing the data in SPSS. After completing the entire work on this research study, all the data in the computer were deleted.

3.8. Conclusion

In the third chapter the methodology of the study was justified and described in detail. In particular, it displayed the research approach and design as well as the participants and sampling procedures. Data collection and data analysis procedures were presented in this chapter. Ethical issues regarding this study were analyzed in a separate subsection of this chapter. In the following chapter the author will present the findings of this study.

Chapter 4: Findings

4.1. Introduction

In the previous chapter a thorough explanation of the research methods used in the current study and a detailed description of the data analysis approach were presented. Chapter Four provides the results of the analysis of the data gathered from Strengths and Difficulties Questionnaire and Trait Emotional Intelligence Questionnaire as well as the information about internal reliability of the instruments. The purpose of this study was to examine the relationship between students' social competence, emotional intelligence and their academic achievement at NIS Aktobe. The data will be reported according to the three research questions of the study.

The first research question of this research paper was focused on the level of social competence and emotional intelligence of students at NIS Aktobe. In the first section of this chapter, findings pertaining to research question one are reported, including a series of descriptive analyses about the level of social competence and emotional intelligence by gender, age and medium of instruction. The results of independent-samples t-tests and a one-way between-groups ANOVA were also included to answer the first research question of the current study.

The second section presents the interest of the researcher in analyzing differences between high, average and lower achieving students in their social competence and emotional intelligence. The section devoted to this question provides the reader with the two types of inferential analyses. A one-way between-groups ANOVA was conducted to find out the difference between the three groups of the target population formed according to their GPA scores. The Pearson's correlation coefficient was used to describe the strength and direction of the linear relationship between the key variables.

The third section demonstrates a hierarchical linear regression analysis in order to answer the last research question focused on the influence of gender age and medium of instruction on the relationship between students' social competence and emotional intelligence and their academic achievement.

4.2. Internal Reliability of the Instruments

The reliability of Strengths and Difficulties Questionnaire and the Trait Emotional Intelligence Questionnaire was analyzed to check if "the scores are consistent and stable over time" (Cresswell, 2014, p. 159). The current study used the Strengths and Difficulties Questionnaire for data collection, which included 25 items under five dimensions. However, the researcher used only three dimensions which were related to the set research questions: peer relations, prosocial behavior and conduct problems. The participants provided their answers by ticking the most appropriate response out of three "Certainly true", "Somewhat true" and "Not true". Banding of SDQ scores is usually done according to two scales. Conduct problems and peer problems are assessed to be at a normal level with the scores 0 – 3; borderline 4 and abnormal with the scores 5 – 10. Prosocial behavior is interpreted according to the reversed scale with 6 – 10 points for the normal level, 5 for the borderline and 0 – 4 for the abnormal level (Goodman et al., 19998, p. 130). As the scores for peer problems were reversed, the results under this dimension were interpreted according to the positive scale used for prosocial behavior.

TEIQUE Adolescent Short Form was used in this research study to measure the level of emotional intelligence of the target population. The questionnaire consists of 30 items under four factors with 15 different facets with the 7 possible answers on a Likert scale. The internal consistency of the scores of both questionnaires was measured using Cronbach's alpha (see Table 6). George and Mallery (2003) argue that the Cronbach's

alpha coefficient is excellent at α >0.90, good at 0.80≤ α < 0.90, acceptable at 0.70≤ α < 0.79, questionable at 0.60≤ α < 0.69, and little reliable at α < 0.60 (p. 231). The conducted analysis showed that internal reliability of social competence dimensions can be regarded as questionable (0.69; 0.55) and little reliable (0.44), which may be the result of different scales used to measure the scores (see Table 1). As for TEIQue, its internal reliability for total scores is good (0.82), whereas the reliability by dimensions is generally acceptable.

4.3. The Level of Social Competence and Emotional Intelligence of Students at NIS Aktobe

4.3.1. Descriptive analyses on social competence. To answer the first research question descriptive statistics, specifically means, standard deviations were used. Table 1 provides a list of means and standard deviations for the dimensions of social competence. The answers and number of the participants by answers are presented in percentage. In order to measure peer relations, the scores for the dimension of 'peer problems' were reversed.

As it can be seen from the table, the level of peer relations in the sample is on the borderline between the normal and abnormal scores according to the band scale because the number of 'Somewhat true answers' is relatively high. In addition, almost 17% of respondents get on better with adults than with the people of their age. About 80% of respondents stated that they have good friends and 68.9% are not bullied. At the same time more than a half of the participants are not sure if they are liked by the people of their own age.

The data in Table 1 show that prosocial behavior of the target population is 7.82 which is the normal level. Only 52% of the sample would certainly volunteer to help others, whereas more than 60% try to be nice to other people and share things with others.

Interestingly, that the highest rate of "not true" answers is in the item of helping to others in case they are feeling ill, upset or hurt (6.6%).

The dimension of conduct problems (*M=2.61*) is also in the 'normal' range of 0-3 according to the interpretation scale. Unlike prosocial behavior dimension, the items in conduct problem section differ in scores significantly. Thus, only 6.6% of the participants may take other people's things from home or school, whereas 19.1% of them do not do as they are told. For almost 70% of the target population not to do as they are told is somewhat true. About half of the respondents sometimes get angry and lose their temper. Taking into consideration these facts it can be noticed that the mean of conduct problems is rather close to the borderline.

Table 1

Level of Social Competence of the Target Population by Dimensions.

Variable	M	SD	α	'Certainly true' %	'Somewhat true' %	'Not true' %
Total	15.7	2.28				
Peer Relations						
Total peer relations	5.32	1.43	0.44			
Usually I am not on my own. I do not generally play alone or keep to myself.	1.35	0.68		46.7	41.4	11.8
I have one good friend or more.	0.32	0.67		79.6	9.2	11.2
Other people my age generally like me.	0.79	0.64		32.7	55.3	12.0
Other children or young people do not pick on me or bully me.	1.64	0.58		68.9	25.8	5.3
I get on better with people my own age than with adults.	1.23	0.72		39.3	44.0	16.7
Prosocial Behavior						
Total prosocial behavior	7.82	1.97	0.69			
I try to be nice to other people. I care about their feelings.	1.57	0.58		61.8	33.6	4.6
I usually share with others	1.61	0.57		64.5	31.6	3.9
I am helpful if someone is hurt, upset or feeling ill.	1.60	0.61		66.4	27.0	6.6
I am kind to younger children.	1.58	0.58		62.9	32.5	4.6
I often volunteer to help others (parents, teachers, children).	1.47	0.60		52.0	42.7	5.3

	Conduct Problems					
Total conduct problems	2.61	1.59	0.55			
I get very angry and often lose my temper.	0.78	0.67		15.8	46.7	37.5
I usually do not do as I am told.	1.07	0.56		19.1	68.4	12.5
I fight a lot. I can make other people do what I want.	0.34	0.55		4.0	25.8	70.2
I am often accused of lying or cheating.	0.32	0.59		6.7	18.7	74.7
I take things that are not mine from home, school or elsewhere.	0.12	0.40		2.6	6.6	90.7

Note: *M* = mean score, *SD* = standard deviation, α = Cronbach's alpha

Table 2 presents the means of the dimensions of social competence by gender, age and medium of instruction. The table demonstrates that mean scores of conduct problems among males (M = 2.78, SD = 1.42) are relatively higher than among females (M = 2.48, SD = 1.50) and whose results are also more dispersed from the mean. At the same time, female participants expressed higher level of peer relations (M = 5.70, SD = 1.32) and prosocial behavior (M = 8.11, SD = 1.82) than their male counterparts (M = 4.87, SD = 1.42; M = 7.48, SD = 2.09; respectively) even though the boys' results are more dispersed from the mean.

Division by age depicts a decrease of mean scores of conduct problems with age, with M = 2.76, SD = 1.60 for 12-13-year-olds; M = 2.60, SD = 1.50 for 14-15-year-olds; M = 2.50, SD = 1.71 for 16-17-year-olds. Interestingly, that the scores for peer relations and prosocial behavior also became lower in the eldest group of the sample falling from M = 5.66, SD = 1.38 (12-13-year-olds) to 4.94, SD = 1.49 (16-17-year-olds) for peer relations; and from M = 8.04, SD = 1.89 (12-13-year-olds) to M = 7.73, SD = 2.21 (16-17-year-olds) for prosocial behavior.

The difference among Kazakh and Russian classes is in the higher mean of conduct problems. Thus, students studying in Kazakh medium of instructions classes obtained a lower mean (M = 2.39, SD = 1.39) compared to students in Russian medium of instruction classrooms (M = 2.82, SD = 1.74). The level of peer relations of those students who studied in Kazakh is lower than of those who studied in Russian (M = 5.25, SD = 1.56; M = 5.39, SD = 1.29; respectively). Prosocial behavior mean is considerably higher among participants with the Kazakh medium of instruction (Kazakh M = 8.18, SD = 1.92; Russian M = 7.49, SD = 1.96).

Table 2

Mean Scores of Social Competence by Dimensions.

Variable	Conduct Problems	Peer Relations	Prosocial Behavior	Total Social Competence
	M (SD)	*M (SD)*	*M (SD)*	*M (SD)*
Total	2.61 (1.59)	5.32 (1.43)	7.82 (1.97)	15.7 (2.28)
Gender				
Male	2.78 (1.42)	4.87 (1.42)	7.48 (2.09)	15.0 (2.57)
Female	2.48 (1.50)	5.70 (1.32)	8.11 (1.82)	16.3 (1.84)
Age				
12 – 13 years old	2.76 (1.60)	5.66 (1.38)	8.04 (1.89)	16.5 (1.93)
14 - 15 years old	2.60 (1.50)	5.39 (1.35)	7.71 (1.83)	15.7 (2.12)
16 - 17 years old	2.50 (1.71)	4.94 (1.49)	7.73 (2.21)	15.1 (2.58)
Medium of instruction				
Kazakh	2.39 (1.39)	5.25 (1.56)	8.18 (1.92)	15.8 (2.43)
Russian	2.82 (1.74)	5.39 (1.29)	7.49 (1.96)	15.7 (2.14)

Note: M = mean score, *SD* = standard deviation

4.3.2. Inferential analyses on social competence.

In this subsection the results of independent-samples t-tests conducted to compare social competence scores by gender, age and medium of instruction will be presented. A series of one-way between-groups ANOVA conducted to observe the effect of age, gender and medium of instruction will be described in this article as well.

4.3.2.1. Social competence scores differentiated by gender. This subsection compares scores of males and females in dimensions of social competence. An independent-samples t-test was conducted to compare prosocial behavior scores for male and female participants (see Table 3). There was a significant difference in the scores for males (M = 7.48, SD = 2.09) and females (M = 8.11, SD = 1.82); t (148) = -1.98, p = 0.049,

d = 0.32). The effect was modest. There results indicated that female students had a better prosocial behavior than their male counterparts.

In order to compare peer relations scores for male (*M* = 4.87, *SD* = 1.42) and female representatives (*M* = 5.70, *SD* = 1.32) of the target population, an independent-samples t-test was conducted. This test was found to statistically significant, *t* (147) = -3.68, *p* < 0.001, *d* = 0.61. These results indicated that females (*M* = 5.70, *SD* = 1.32) scored higher in peer relations than males did (*M* = 4.87, *SD* = 1.42). The effect was moderate. In other words, girls had better peer relations than boys.

An independent-samples t-test was also conducted to compare conduct problems scores of both genders. There was not a significant difference in the scores for boys (*M* = 2.78, *SD* = 1.69) and girls (*M* = 2.48, *SD* = 1.50); *t* (148) = 1.66, *p* = 0.25. The results suggest that there is no difference in the level of conduct problems among male and female participants.

Table 3

Independent-Samples T-Test for Social Competence Differentiated by Gender

Variable	Male	Female	*t*	*df*	*p*
	M (SD)	*M (SD)*			
Total social competence	15.0 (2.57)	16.3 (1.84)	-3.26	115	0.001
Prosocial behavior	7.48 (2.09)	8.11 (1.82)	-1.98	148	0.049
Peer relations	4.87 (1.42)	5.70 (1.32)	-3.68	147	0.000
Conduct problems	2.78 (1.69)	2.48 (1.50)	1.66	148	0.250

Note: M = mean score, *SD* = standard deviation

An independent-samples t-test which was conducted to compare the overall scores in total social competence of boys and girls showed the existence of statistically significant

difference with moderate effect between them, t (115) = -3,26, $p =$ 0.001, $d =$ -0.56. The results pointed that girls scored higher in peer relations and prosocial behavior.

4.3.2.2. Social competence scores differentiated by medium of instruction. This subsection compares scores in dimensions of social competence of students with Kazakh and Russian medium of instruction. In order to compare prosocial behavior, conduct problems and peer relations scores of students in the Kazakh and Russian medium of instruction, three independent-samples t-tests were conducted (see Table 4).

Table 4

Independent-Samples T-Test for Social Competence Differentiated by Medium of Instruction

Variable	Kazakh M (SD)	Russian M (SD)	*t*	*df*	*p*
Total social competence	15.8 (2.43)	15.7 (2.14)	0.25	145	0.80
Prosocial behavior	8.18 (1.92)	7.49 (1.96)	2.19	148	0.30
Peer relations	5.25 (1.56)	5.39 (1.29)	-0.60	147	0.55
Conduct problems	2.39 (1.39)	2.82 (1.74)	-1.68	145	0.09

Note: M = mean score, *SD* = standard deviation

However, none of the tests was statistically significant. These results suggested that there is no difference in the total level of social competence as well as in its level by dimensions between students in the Kazakh and Russian mediums of instruction.

4.3.2.3. The effect of age on social competence. In this subsection the scores in total social competence and its dimensions differentiated by age are be presented. In order to compare the effect of age on social competence between participants, a series of one-way between-groups ANOVA was conducted. Table 5 presents the results of the analysis

in prosocial behavior, peer relations and conduct problems for 12-13-year-olds, 14-15-year-olds and 16-17-year-olds.

Table 5

A One-Way Between-Groups ANOVA for Social Competence by Age.

Variable	F	df	p
Total social competence	4.46	2	0.013
Total prosocial behavior	0.42	2	0.66
Total peer relations	3.12	2	0.047
Total conduct problems	0.30	2	0.74

According to the table, the difference in total social competence between the age groups of the participants was significant at the $p < 0.05$ level for the three age group [F (2, 147) = 4.46, $p = 0.013$, $\eta^2 = 0.06$]. The effect size, calculated using eta squared, was moderate. Post hoc comparisons using the Scheffe test indicated that the mean score obtained by the participants of 12-13 years old ($M = 16.5$, $SD = 1.93$) was significantly different that the score obtained by those who were 16-17 years old ($M = 15.1$, $SD = 2.58$). Specifically, the results indicated that younger participants scored higher in total social competence than those who were 16 – 17 years old. However, 14-15-year-olds ($M = 15.7$, $SD = 2.11$) did not significantly differ from the other two age groups. Taken together, these results suggest that younger participants differed significantly in their total social competence scores from the elder groups of participants.

A series of one-way between-groups ANOVA was also conducted to compare three age groups in each of the dimensions of social competence. There was a significant effect of age on peer relations at the p < 0.05 level for the 2 groups [F (2, 149) = 3.12, $p = 0.047$, $\eta^2 = 0.04$]. Post hoc comparisons using the Scheffe test indicated that the mean score

obtained by 12-13-year-olds ($M = 5.66$, $SD = 1.38$) was significantly different than the score obtained by 16-17-year-olds ($M = 4.94$, $SD = 1.49$). 14-15-year-olds ($M = 5.39$, $SD = 1.35$) did not differ significantly from either Group 1 or 3. These results mean that younger teenagers of 12-13 years old had better peer relationships than their elder counterparts. However, no significant effect of age on prosocial behavior [$F (2, 149) = 0.42$, $p = 0.66$, $\eta^2 = 0.06$] and conduct problems [$F (2, 149) = 0.30$, $p = 0.74$, $\eta^2 = 0.04$] was revealed.

4.3.3. Descriptive analyses on emotional intelligence. In this subsection descriptive statistics related to Emotional Intelligence will be presented. The participants' level of emotional intelligence by factors as well as means for each item can be found in Table 6.

4.3.3.1. Level of emotional intelligence differentiated by factors. The minimum level of emotional intelligence of the target population was 79, whereas the maximum score was 193. Table 6 provides the reader with the mean scores of emotional intelligence presented by the four factors and items for each of them in percentage.

Table 6

Level of Emotional Intelligence by Factors.

Variable	M	SD	α	1 %	2 %	3 %	4 %	5 %	6 %	7 %
Total	144.2	20.2	0.82							
Emotionality										
Total emotionality	40.0	6.23	0.40							
It's easy for me to talk about my feelings to other people.	3.77	1.56		9.3	10.7	23.3	26.7	15.3	10.0	4.7
I often don't find it hard to see things from someone else's point of view.	4.79	1.67		4.7	4.7	13.3	19.3	16.7	24.7	16.7
I'm good at getting along with my classmates.	5.58	1.45		2.0	2.0	4.1	13.5	18.9	25.0	34.5
I don't find it hard to know exactly what emotions I'm feeling.	4.31	1.91		8.7	13.3	12.0	20.0	14.0	14.7	17.3
Others don't usually complain that I treat them badly.	4.89	1.98		7.3	8.7	11.3	9.3	18.7	13.3	31.3
I know how to show the people close to me that I care about them.	4.19	1.97		12.0	10.7	16.7	15.3	14.7	14.0	16.7
I'm able to "get into someone's shoes" and feel their emotions.	4.61	1.66		5.3	10.0	7.3	17.3	26.7	22.0	11.3
I pay a lot of attention to my feelings.	4.38	1.65		6.0	6.7	16.7	23.3	20.7	14.7	12.0
I don't usually wish I had a better relationship with my parents.	3.38	2.12		28.5	13.9	11.3	18.5	6.6	7.3	13.9
Self-Control										
Total self-control	26.4	5.93	0.58							
I don't find it hard to control my feelings.	4.41	1.86		10.8	6.8	10.8	20.9	20.9	12.8	16.9
I don't change my mind often.	4.18	1.64		7.3	7.3	17.3	28.0	18.0	12.0	10.0

I am able to deal with stress.	4.83	1.73		4.1	8.1	10.8	16.2	20.3	19.6	20.9
I can control my anger when I want to.	4.93	1.86		6.7	6.0	12.1	12.8	10.1	29.5	22.8
I don't usually get involved in things I later wish I could get out of.	3.20	1.62		16.7	18.0	28.0	18.7	8.0	6.0	4.7
I try to control my thoughts and not to worry much about things.	4.80	1.87		10.6	4.0	6.6	13.9	24.5	19.2	21.2

Well-Being

Total well-being	32.8	6.67	0.79							
My life is enjoyable.	5.65	1.67		2.0	4.7	6.0	13.4	8.1	18.8	47.0
I'm comfortable with the way I look.	4.82	1.75		4.7	6.7	10.7	20.7	17.3	17.3	22.7
I don't usually think my whole life is going to be miserable.	5.42	1.75		4.1	3.4	10.8	8.8	12.8	21.6	38.5
I am happy with my life.	5.93	1.36		0.7	0.7	6.0	10.6	11.3	21.9	49.0
I feel good about myself.	4.91	1.56		3.3	2.6	11.9	21.2	23.8	17.2	19.9
I believe that things will work out fine in my life.	5.91	1.47		1.4	0.7	8.1	8.8	10.8	17.6	52.7

Sociability

Total sociability	24.6	4.56	0.52							
I don't find it hard to stand up for my rights.	5.71	1.42		1.4	2.0	5.4	9.5	16.3	27.9	37.4
I can make other people feel better when I want to.	4.91	1.58		4.7	2.0	8.7	26.7	15.3	25.3	17.3
I would describe myself as a good negotiator.	5.19	1.35		2.0	0.7	6.0	23.2	22.5	27.8	17.9
I don't tend to "back down" even if I know I'm right.	4.94	1.78		4.6	5.3	13.2	17.2	11.9	23.2	24.5
I'm able to change the way other people feel.	3.89	1.64		10.9	10.9	13.6	30.6	16.3	12.2	5.4

1 – Strongly disagree; 2 – Disagree; 3 – Somewhat disagree; 4 – Neither agree nor disagree; 5 – Somewhat agree; 6 – Agree; 7 – Strongly agree.

According to the descriptive statistics in Table 6, the bulk of the highest scores within emotionality factor are in treating other people well (*M* = 4.89, *SD* = 1.98) and being able to easily see things from the other person's perspective (*M* = 4.79, *SD* = 1.67). The majority of the target population get along well with their classmates (34.5% strongly agree, 25% agree). It is interesting that around one-third of the sample is neutral about sharing their feelings with other people (26.7%). The scores about relationship with parents stand out of the rest since almost 30% of the respondents claim that they do not want to improve their relationship with parents.

Within the factor of self-control, about 30% of respondents stated that they are able to deal with stress (*M* = 4.83, *SD* = 1.73) and control their anger (*M* = 4.93, *SD* = 1.86). Most of them try to control their thoughts and not to worry much about things as well (*M* = 4.87, *SD* = 1.80). The bulk of the scores related to often change of mind are concentrated in the centre of the scale with 28% in neutral, 17.3% in 'Somewhat agree' and 18% in 'Somewhat disagree'.

In terms of well-being almost half of the participants enjoy (*M* = 5.65, *SD* = 1.67) and are happy with their life (*M* = 5.93, *SD* = 1.36) and believe in bright future perspectives (*M* = 5.91, *SD* = 1.47). Interestingly, that the answers of the participants about feeling good about themselves dispersed almost in equal proportions along the scale (11.9% for 'Somewhat disagree', 21.2% for 'Neither agree nor disagree' and 17.2 for 'Somewhat agree').

The factor of sociability showed that only a few representatives of the sample cannot stand up for their rights (1.4%) and negotiate (2%). Almost half of the sample population do not tend to 'back down' even if they are right (23.2% 'Agree', 24.5% 'Strongly agree'). Hesitation can be seen in the items about making other people feel better

(26.7%) and changing the way other people feel (30.6%) which is proved by the scores in 'Neither agree nor disagree' answer.

4.3.3.2. Level of emotional intelligence differentiated by gender, age and medium of instruction. Table 7 represents the level of emotional intelligence of the target population by gender, age and medium of instruction

Table 7

Mean Scores of Emotional Intelligence by Factors.

Variable	Emotionality	Self-Control	Well-Being	Sociability	Total Emotional Intelligence
	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Total	40.0 (6.23)	26.4 (5.93)	32.8 (6.67)	24.6 (4.56)	144. 2 (20.23)
Gender					
Male	39.8 (5.62)	27.1 (5.85)	32.9 (6.54)	25.3 (4.08)	147 (16.77)
Female	40.1 (6.76)	25.9 (5.98)	32.7 (6.83)	24.1 (4.89)	142 (22.51)
Age					
12 – 13	39.5 (6.60)	25.3 (6.75)	33.0 (7.79)	24.6 (4.80)	141 (22.71)
14 - 15	39.5 (6.38)	26.5 (5.57)	31.7 (6.69)	24.3 (4.81)	142 (19.99)
16 - 17	41.0 (5.72)	27.4 (5.53)	33.8 (5.42)	25.0 (4.08)	149 (17.77)
Medium of instruction					
Kazakh	39.8 (6.13)	27.6 (6.21)	33.9 (5.54)	24.3 (5.02)	146 (19.50)
Russian	40.1 (6.37)	25.4 (5.53)	31.7 (7.50)	25.0 (4.11)	142 (20.83)

Note: M = mean score, *SD* = standard deviation

As it can be seen from Table 7 the mean of total emotional intelligence of the target population is 144.2 (*SD* = 20.23). The males' total emotional intelligence scores (*M* = 147, *SD* = 16.77) are relatively higher than those of females' (*M* = 142, *SD* = 22.51) even though girls' answers are more dispersed from the mean. This was also true for self-control, well-being, and sociability dimensions. The smallest difference in the scores of

boys and girls is in the factor of well-being ($M = 32.9$, $SD = 6.54$ for boys; $M = 32.7$, $SD = 6.83$ for girls).

If to compare four factors and total emotional intelligence by age groups, it can be seen that the older the participants, the higher their emotional intelligence is. The scores of 16-17-year-olds are the highest among all three groups in all factors. Concerning the two younger groups of the sample, it is interesting to see that their mean scores in emotionality are very close with a slight difference in the standard deviation ($SD = 6.60$ for 12-13-year-olds; $SD = 6.38$ for 14-15-year-olds). In sociability factor, those who were 12-13 ($M = 24.6$, $SD = 4.80$) scored higher than those who were 14-15 years old ($M = 24.3$, $SD = 4.81$). In other words, younger participants had better sociability skills.

Emotional intelligence scores by medium of instruction are different as well. The representatives of the Kazakh medium of instruction ($M = 146$, $SD = 19.50$) possessed higher overall scores than those of Russian medium of instruction ($M = 142$, $SD = 20.83$). However, students who study in Russian scored higher in emotionality (Kazakh $M = 39.8$, $SD = 6.13$; Russian $M = 40.1$, $SD = 6.37$) and sociability (Kazakh $M = 24.3$, $SD = 5.02$; Russian $M = 25.0$, $SD = 4.11$). In all the other factors those students who study in Kazakh scored higher.

4.3.4. Inferential analyses on emotional intelligence

4.3.4.1. Emotional intelligence scores differentiated by gender. Independent-samples t-tests were conducted to compare total emotional intelligence scores and its scores by factors for male and female participants of the study (see Table 8).

Table 8

Independent-Samples T-Test for Total Emotional Intelligence and its Four Factors

Differentiated by Gender

Variable	Males	Females	t	df	p
	M (SD)	*M (SD)*			
Total emotional intelligence	146.8 (16.77)	142.1 (22.51)	1.35	122	0.18
Emotionality	39.9 (5.62)	40.1 (6.76)	-0.16	144	0.87
Self-control	27.1 (5.85)	25.9 (5.98)	1.19	141	0.24
Well-being	32.9 (6.54)	32.7 (6.83)	0.24	142	0.81
Sociability	25.3 (4.08)	24.1 (4.89)	1.52	141	0.13

Note: M = mean score, *SD* = standard deviation

According to the data in Table 8, none of the tests indicated statistically significant differences in the scores for boys and girls. The results suggested that the target population of both genders did not differ in total emotional intelligence as well as in its four main factors and independent facets.

4.3.4.2. Emotional intelligence differentiated by medium of instruction. An independent-samples t-test was conducted to compare total emotional intelligence and its four factors scores for the representatives of Kazakh and Russian medium of instruction (see Table 9).

Table 9

Independent-Samples T-Test for Total Emotional Intelligence and its Four Factors

Differentiated by Medium of Instruction

Variable	Kazakh M (SD)	Russian M (SD)	t	df	p
Total emotional intelligence	146.3 (19.50)	142.3 (20.83)	1.10	122	0.28
Emotionality	39.8 (6.13)	40.1 (6.37)	-0.32	144	0.75
Self-control	27.6 (6.21)	25.4 (5.53)	2.19	141	0.03
Well-being	33.9 (5.54)	31.7 (7.50)	2.00	133	0.05
Sociability	24.3 (5.01)	25.00 (4.11)	-0.91	141	0.36

There was a significant difference in self-control scores for the participants from the Kazakh and Russian medium of instruction ($d = $ -0.08). In other words, students from the Kazakh medium of instruction had better self-control than those who studied in Russian. The test conducted to compare well-being scores was also found to be statistically significant with modest effect, $d = 0.34$. These results indicated that participants with the Kazakh medium of instruction scored higher in well-being than did the participants with the Russian medium of instruction. In other words, those students who study in Kazakh are more satisfied with their life than students who study in Russian. There were not any significant differences in between students with the Kazakh and Russian medium of instruction in total emotional intelligence, emotionality, sociability and its independent facets.

4.3.4.3. The effect of age on emotional intelligence. In order to find out which age groups differ in their total emotional intelligence scores as well as in its scores by factors, a series of one-way between-groups analyses of variance was conducted. It studied the impact of age on levels of total emotional intelligence, emotionality, self-control, well-

being and sociability, as measured by TEIQue. For the ANOVA the participants were divided into three age groups: 12-13-year-olds, 14-15-year-olds and 16-17-year-olds. None of the analyses showed a statistically significant difference in total scores of emotional intelligence or any of its factors between the three age groups; with $F (2, 124) = 1.57$, $p = 0.21$ for total emotional intelligence; $F (2, 146) = 0.92$, $p = 0.40$ for emotionality; $F (2, 143) = 1.31$, $p = 0.27$ for self-control; $F (2, 144) = 1.29$, $p = 0.28$ for well-being; $F (2, 143) = 0.30$, $p = 0.74$ for sociability.

4.3.5. Conclusion. In conclusion, the answer to the first research question is the following. Social competence of the target population is at a normal level: prosocial behavior $M = 7.82$, $SD = 1.97$ (normal according to Goodman et al., 1998); peer relations $M = 5.32$, $SD = 1.43$ (on the borderline between normal and abnormal according to Goodman et al., 1998). The level of conduct problems is normal as well: $M = 2.61$, $SD = 1.59$ (Goodman et al., 1998). The level of emotional intelligence is 144.2 ($SD = 20.23$) with $M = 40.0$ ($SD = 6.23$) in emotionality; $M = 26.4$ ($SD = 5.93$) in self-control; $M = 32.8$ ($SD = 6.67$) in well-being; and $M = 24.6$ ($SD = 4.56$) in sociability.

4.4. Difference of High, Average, and Lower Performing NIS Students in Social Competence and Emotional Intelligence

4.4.1. The effect of academic achievement on social competence and emotional intelligence. A series of one-way between groups analysis of variance was conducted to explore the impact of academic achievement (GPA) on prosocial behavior, peer relations and conduct problems, as measured by Strengths and Difficulties Questionnaire (SDQ); and total emotional intelligence and its four factors as measured by Trait Emotional Questionnaire (TEIQue). The participants were divided into three groups according to their age (Group 1: lower achievers; Group 2: average achievers; Group 3: high achievers).

Table 10 presents the effect of the participants' grades and academic performance on the level of total social competence and emotional intelligence.

Table 10

A One-Way Between-Groups ANOVA for Social Competence, Total Emotional Intelligence and its Four Factors Differentiated by GPA.

Variable	F	df	p
Total social competence	0.52	2	0.59
Total prosocial behavior	1.70	2	0.19
Total peer relations	0.53	2	0.59
Total conduct problems	1.71	2	0.19
Total emotional intelligence	1.36	2	0.26
Emotionality	3.45	2	0.03
Self-control	0.93	2	0.40
Well-being	1.79	2	0.17
Sociability	0.78	2	0.46

According to the table, there was a statistically significant difference at the $p < 0.05$ level in emotionality scores for the three academic achievement groups $F(2, 146) = 3.45$, $p = 0.03$, $\eta^2 = 0.05$. Post-hoc comparisons using the Scheffe test indicated that the mean score for Group 1 ($M = 4.29$, $SD = 0.16$) was significantly different from Group 2 ($M = 4.60$, $SD = 0.08$). Group 3 ($M = 4.87$, $SD = 0.07$) did not differ significantly from either Group 1 or 3.These results indicate that lower achieving students have significantly lower emotionality than those who are have a higher GPA. However, the effect of GPA on the other variables was not statistically significant.

4.4.2. The relationship between academic achievement, social competence and emotional intelligence. A Pearson product-correlation coefficient was computed to assess the relationship between students' academic achievement (as measured by GPA) and their social competence and emotional intelligence (see Table 11).

Table 11

Pearson Product-moment Correlations between Measures of Social Competence, total Emotional Intelligence and its Four Factors.

	1	2	3	4	5	6	7	8	9	10
1.GPA	-	-0.12	0.10	0.07	-0.20*	0.14	0.02	0.15	0.16*	0.04
2. Social competence		-	0.60**	0.44**	0.29**	0.01	0.02	-0.12	0.05	0.19*
3. Prosocial behavior			-	-0.05	0.33*	0.31**	0.25**	0.15	0.26**	0.19*
4. Peer relations				-	-0.21*	-0.03	0.04	0.01	0.03	0.30
5. Conduct problems					-	-0.34**	-0.32**	-0.36**	-0.29**	0.01
6. Emotional intelligence						-	0.80**	0.71**	0.73**	0.70**
7. Emotionality							-	0.49**	0.43**	0.51**
8. Self-control								-	0.31**	0.40**
9. Well-being									-	0.24**
10. Sociability										-

* $p < 0.05$ (2-tailed); ** $p < 0.01$ (2-tailed)

There was a modest, positive correlation between well-being and GPA, $r = 0.16$, $n = 144$, $p = 0.05$; between self-control and GPA, $r = 0.15$, $n = 143$, $p = 0.08$; between total emotional intelligence and GPA, $r = 0.14$, $n = 147$, $p = 0.02$. These results indicate that increases in well-being, self-control, and total emotional intelligence were correlated with increases in academic achievement. There was a modest, negative correlation between conduct problems and GPA, $r = -0.20$, $n = 150$, $p = 0.02$. It means that higher level of conduct problems may lead to lower academic achievement.

The modest positive correlation between social competence and sociability also deserves attention, $r = 0.19$, $n = 141$, $p = 0.03$, because it suggests that higher social competence is related to better sociability skills. Interesting, that there was a modest positive correlation between prosocial behavior and well-being, $r = 0.26$, $n = 143$, $p = 0.001$, which means that the more a student is satisfied with their life the more prosocial behavior they demonstrate. The moderate negative correlation between conduct problems and emotional intelligence may also seem significant, $r = -0.34$, $n = 124$, $p < 0.001$. The results suggest that the lower emotional intelligence is, the more conduct problems a student has.

In conclusion, the answer to the second research question is the following. Higher achieving students possess a higher level of emotionality. In addition, higher students' total emotional intelligence, namely their adaptability, self-control, and well-being were correlated with higher academic achievement. Furthermore, it was found out that those students who have less conduct problems have higher GPA, i.e. they study better.

4.5. The Influence of Gender, Age and Medium of Instruction on the Relationship between Students' Academic Achievement and their Social Competence and Emotional Intelligence

In order to study the influence of gender, age, and medium of instruction on the relationship between academic achievement and students' social competence and emotional intelligence, a two-step hierarchical regression was performed with academic achievement (GPA) as the criterion (see Table 12).

Table 12

Hierarchical Regressions of GPA onto Social Competence and Emotional Intelligence and Gender, Age, and Medium of Instruction.

	GPA	
	β	t
Step 1		
Total social competence	-0.05	-0.60
Total emotional intelligence	0.15	1.62
F (2, 121)	1.49	
Adj. R^2	0.008	
Step 2		
Total social competence	-0.08	-0.85
Total emotional intelligence	0.11	1.33
Gender	0.29	3.36
Age	0.28	3.22
Medium of instruction	-0.18	-2.10
F (5, 121)	5.73	
Adj. R^2	0.16	
ΔF	8.38	
ΔR^2	0.17	

At step 1, with social competence and trait emotional intelligence in the equation, F (2, 121) = 1.49, p = 0.23, R^2 Adj. = 0.008; none of the items was a significant predictor

of academic achievement. At step 2, with gender, age and medium of instruction added to the equation, $F(5, 121) = 5.73$, $p < 0.001$, R^2 Adj. $= 0.16$; again none of the items was a significant predictor of academic achievement. Thus, it can be assumed that neither social competence nor emotional intelligence may predict academic achievement.

4.6. Conclusion

In this chapter, the results of descriptive and inferential analyses were presented in detail. The data and the analysis of a series of hierarchical regression were also described in chapter 4. To sum up, the findings of the current research study are the following:

1. There was a statistically significant difference in social competence between males and females. Girls scored higher in prosocial behavior and peer relations.

2. There was not any difference in the same dimensions when the target population was differentiated by medium of instruction.

3. Scores in social competence differ significantly in different age groups. In general, younger teenagers have better peer relations than their elder counterparts.

4. There was no difference in emotional intelligence between the participants of both genders and different age groups. However, those who studied in Kazakh possessed better Self-Control skills and were more satisfied with their life than those who studied in Russian.

5. Higher achieving students possess a higher level of emotionality. In addition, higher students' total emotional intelligence, namely their self-control and well-being were correlated with higher academic achievement. Furthermore, it was found out that those students who have less conduct problems have higher GPA, i.e. they perform better.

6. Age, gender and medium of instruction do not influence the relationship between students' social competence, emotional intelligence and their academic achievement significantly.

Chapter 5: Discussion

5.1. Introduction

The previous chapter reported the findings collected with the help of Strengths and Difficulties Questionnaire and Trait Emotional Intelligence Questionnaire. This chapter presents an in-depth interpretation and discussion of the findings The purpose of this study was to examine the relationship between students' social competence, emotional intelligence and their academic achievement at NIS Aktobe. The following research questions were stated in the current study:

- What is the level of social competence and emotional intelligence of students at NIS Aktobe?

- How do high, average, and low performing NIS students compare in terms of social competence and emotional intelligence?

- How do gender, age, and medium of instruction influence the relationship between academic achievement and students' social competence and emotional intelligence?

Chapter Five is organized according to the findings of the study. The first section provides discussion about the level of social competence of male and female students, the difference in its level between students of different age groups as well as of Kazakh and Russian medium of instruction. The second section is devoted to explaining the level of emotional intelligence differentiated by gender, age and language of instruction. The third section discusses the difference in social competence and emotional intelligence between high, average and lower achieving students. The fourth section discusses the influence of age, gender and medium of instruction on the relationship between academic achievement and the level of students' social competence and emotional intelligence.

5.2. Differences in Social Competence by Gender

In the previous chapter it was stated that there was a significant difference between males and females in the level of their social competence, especially in prosocial behavior and peer relations in which females scored higher. This section will provide the reader with the discussion of this finding in detail.

5.2.1. Prosocial behavior level differentiated by gender. The first finding of the study states that there was a statistically significant difference in social competence between males and females, especially in prosocial behavior and peer relations, with girls having relevantly higher scores in these two dimensions. This outcome is in line with many studies in the literature which also prove a significant difference in prosocial behavior between boys and girls, for example, Smithson, Amato, and Pearle (1983). According to Afolabi (2013), the authors of these studies believe that females are more emphatic and prosocial than males due to their gender role (p. 135) or due to the way of their socialization in which they have to take care of others, whereas men are mainly socialized through being in competition with each other (p. 127). Paz Espinosa and Kovarik (2015) explain the difference in prosocial behavior between men and women in the following way:

> … gender is an important element of human prosociality as the mechanisms stimulating or inhibiting social behavior seem to differ across male and female subjects. This should not be a surprise, since their social roles have differed for the most part of human history and, depending on the social context; different behaviors are expected from men and women in virtually all cultures around the Globe. (p. 7)

It is also true for Kazakh culture, where ties to customs and traditions are still strong and women accept themselves first of all as mothers and wives. Since childhood girls in Kazakhstan learn to help about the house, to take care of younger siblings and to comply with rules set at home, and these factors may affect their prosocial behavior. Moreover, "gender knowledge is amassed very quickly and at a very young age" (Hine, 2017, p. 208) and this may affect people's behavior already at adolescent age.

Nonetheless, such researchers as Dovidio, Piliavin, Gaertner, Schroeder and Clark (1991) as well as Charbonneau and Nicol (2002) claimed that under certain circumstances men are more willing to help than women (as cited in Afolabi, 2013, p.127). In Kazakhstan such circumstances may be presented by emergency situations when men are supposed to be volunteers. However, there are also research papers which found no difference in prosocial behavior between representatives of both genders. It was proved in the study by Chou (1998) about volunteer and altruistic behaviors and in the study by Ma (2005) about prosocial and anti-social behavior for 505 Chinese adolescents who studied in $7^{th} - 12^{th}$ grades. The absence of difference in social competence between males and females in these studies may be explained by the peculiarities of the Chinese culture which is very different from the Kazakh culture.

5.2.2. Peer relations level differentiated by gender. According to the findings of this research study, girls have better peer relations than boys, which is also evident in the literature. Thus, Saeki, Watanabe and Kido (2015) suggested that girls were more likely to demonstrate better interpersonal relations than boys, who often expressed aggressiveness in their behavior. Saeki et al. (2015) relate this situation to the girls' tendency to 'play nice' and to be socially competent. In contrast, boys were more focused on their own feelings and showed less sympathy to others.

The importance of gender in peer relations was also found in the study by Zosuls Field, Martin, Andrews and England (2014). These researchers claim that gender-based differences explain such factors as gender-related intergroup prejudice and discrimination which usually build barriers in cross-gender interactions. According to Zosuls et al. (2014), peer relations require following certain social norms, reading certain social cues and producing appropriate responses in this context (p. 1664). A similar opinion about gender difference is stated in the study by Kokkinos, Kakarani and Kolovou (2016), who proposed that girls had better social and interpersonal skills than boys (p. 128). The finding of this study suggests that female students of NIS Aktobe are better at modifying their behavior when interacting with peers in a certain context. This may be explained by girls' natural openness and readiness for communication.

5.2.3. Conduct problems level differentiated by gender. The finding of this research study indicated an absence of difference in the level of conduct problems between girls and boys. However, this fact contradicts the findings in the majority of the studies such as Ehrensaft (2005), Moilanen et al. (2010), Cole, Martin, and Powers (1997) in which it was stated that males tend to have more conduct problems than females (as cited in Klostermann, Connell, & Stormshak, 2014).

Kristoffersen, Obel and Smith (2015) support this position by saying: "Behavioral problems develop in the interplay between nature and nurture, with clear gender differencesЭ (p. 76). According to Bertrand and Pan (2011), girls tend to have much fewer externalizing behavioral problems at school age than their male peers" (p. 11). In line with other authors, Storvoll, Wichstrom and Pape (2003) also claimed that the rates of conduct problems among males are higher than among females. They explain this by girls' explosion to more risk factors than boys in order to demonstrate conduct disorders. For example, some types of conduct problems such as vandalism or theft are less acceptable by

girls than by boys. The second reason for the greater amount of conduct problems among boys is harsh discipline applied to them (Lysenko, Barker, & Jaffee, 2013).

The discrepancies between this study's findings and the majority of findings in the literature may be explained by the setting of the current research. Nazarbayev Intellectual Schools are educational organizations for gifted and talented children with high academic achievement. Students at these schools are strictly forbidden to demonstrate conduct problems and delinquency, and usually they do not. Both girls and boys follow the same rules at school. The rules are described in detail in the internal code of conduct of each school which is based on the common list of rules set by the AEO NIS in February 2015. The rules also state that for serious misbehavior or malpractice students may even be deprived of the scholarship and expelled from school (AEO 'Nazarbayev Intellectual Schools', 2015, p. 17) Thus, this can be an explanation of the absence of the difference in conduct problems between the representatives of both genders.

5.3. Differences in Social Competence by Medium of Instruction

Chapter Four of this study did not provide any evidence of difference in the social competence or its dimensions when the target population was differentiated by medium of instruction. Nevertheless, Conti Ramsden and Botting (2004) as well as Redmond and Rice (2002) associate language difficulties with being less prosocial, having more externalizing problems and being less accepted by peers (as cited in Grunigen, Kochenderfer-Ladd, Perren, & Alsaker, 2012, p. 196). However, the participants of the current research study did not experience any language difficulties as they studied in their native languages: Kazakh and Russian. Due to the fact that for all the participants the language of instruction was their native one, their social competence skills were not influenced much by the medium of instruction.

5.4. Differences in Social Competence by Age

The second finding of the current research study indicates that scores in social competence differed significantly across age groups with younger teenagers scoring higher in peer relations than their elder counterparts. This partially contradicts previous research studies that argued that peer relations and prosocial improve as children get older, whereas the level of conduct problems decrease (Ren, 2015, p. 792). However, Bulic and Pinkas (2016) mention that "age differences are usually seen in experimental, but not in terms of natural observations" (p. 37). These authors highlight an example when older children are eager to follow a certain type of behavior only after it is considered by grown-ups as prosocial, whereas in natural conditions younger and older children do not usually differ in prosocial behavior (Bulic & Pinkas, 2016, p. 37).

Higher scores in peer relations with the younger group of participants may be explained by the fact that students enter NIS in the 7th grade at the age of 12 – 13 years old and after entering the new environment they try to set positive relations with the new peers. When peer relations become stable, the intensiveness of efforts probably decreases. In addition, Nazarbayev Intellectual Schools ensure strong peer relations by using the system of "shanyraks" - communities of classes. One "shanyrak" usually includes one secondary school class and one high school class. Younger representatives of one "shanyrak" follow the best examples of those who are elder. Students of one community learn to help each other at school; they do extracurricular activities together; participate in school events and get points for exemplary behavior and excellent studies. The "shanyrak" with the maximum number of points at the end of the academic year gets a tour of the best sights around Kazakhstan to visit in summer. It is important to notice, that novice students of the 7th grades are in most cases highly motivated to enter the already established school community and that is why they work on setting good peer relations with the others.

5.5. Differences in Emotional Intelligence by Gender and Age

It is frequently acknowledged that women are more emotionally sensitive than men. However, in the literature various contradictory opinions about differences in Emotional Intelligence by gender and age can be found. Thus, regarding trait Emotional Intelligence, Petrides and Furnham (2000) presented that males had higher emotional intelligence than females. It is also seen in the study by Caprara et al. conducted in 2003 in which girls were claimed to have lower psychological well-being scores (as cited in Gomez-Baya, Mendoza, Paino, & Gaspar de Matos, 2017, p. 304). On the contrary, the research by Komlosi and Gondor (2011) and Komlosi (2012) proved that women had higher emotionality scores and men showed higher self-control scores (as cited in Komlosi, 2014, p. 1985).

Contradictory results were gained in the research conducted by Siegling, Furnham and Petrides (2015), where the differences in trait Emotional Intelligence between the representatives of both genders were not systematic. The study of emotional and social intelligence and organizational success by Hopkins and Bilimoria (2008) as well as the study about trait Emotional Intelligence of nurses by Codier and MacNaughton (2012) showed no significant difference between male and female participants in the level of their emotional intelligence (as cited in Uzonwanne, 2016, p. 7792). The results of the current study are similar to the above-mentioned facts, because there was no a statistically significant difference found between boys and girls and in the level of total Emotional Intelligence or any of its factors. This may be explained by the Nazarbayev Intellectual School's admission requirements. According to them, all students take an entry test which check not only the intellectual abilities of students but also their logical abilities, giftedness and the potential of young learners to be successful in a highly demanding school environment. The selection test is based on psychometric models and is adapted to the Kazakhstani context ("Kazakhstan – NIS", n.d.). The emotional intelligence level of

students may also be taken into consideration when they take the selection test, and this can serve as an explanation of the absence of difference in emotional intelligence scores between males and females.

It is interesting that among women self-control is considered to the trait mastered with the age, whereas men's self-control abilities as well as sociability skills are acquired by education (Komlosi, 2014, p. 1985). As for total emotional intelligence, its difference and stability scores are still questioned in the literature because opinions about it vary. Such authors as Chapman and Hayslip (2006) acknowledge stable scores in trait Emotional Intelligence across time, however, Palmer, Manocha, Gignac and Stough (2003) claim that the components of this type of intelligence may be developed and improved through training over time with age. The results of this study align with these studies as no significant difference was found in Emotional Intelligence or any of its factors when participants were compared by their ages. The main reason for this result may be a small difference in the age of participants of the current study: they were teenagers of 12 – 17 years old, whereas most studies compared the level of Emotional Intelligence between young, middle-aged, and older adults, hardly ever including adolescent samples (Tsaousis & Kazi, 2013). Thus, the biggest age difference among the sample representatives was five years which cannot be considered as significant in comparison with the other studies where age gaps were 10 – 20 years. This fact may serve as the main reason of absence of difference in Emotional Intelligence by age.

5.6. Differences in Emotional Intelligence by Medium of Instruction

One of the findings of the current study claims that students with the Kazakh medium of instruction scored higher in self-control and well-being than those who studied in the Russian language. The literature does not provide information about any studies

comparing the level of Emotional Intelligence between students with different native languages of instruction. However, the study by Oz, Demirezen, and Pourfeiz (2015) proved that students with English as a foreign language of instruction portrayed a strongly high level of emotional intelligence and were less influenced by frustration, worry, or nervousness. Some other studies (Abdullah et al., 2004; Lopez, 2011) have found a significant relationship between emotional intelligence and language achievement (as cited in Oz et al., 2015, p. 421). Thus, it can be assumed that in some cases a language may have an influence on the level of emotional intelligence.

A significant difference in Emotional Intelligence by medium of instruction can probably be explained by the Kazakh mentality, since Kazakh people focus mainly on self realization and self-determination. The most important value orientation for them is family and well-being (Sakhiyeva, Berdibayeva, Atakhanova, Belzhanova, & Berdibayev, 2015, p. 1). As students in Kazakh classes mainly belong to the Kazakh ethnic group (Zhumanova, Dosova, Imanbetov, & Zhumashev, 2016), their level of well-being is higher than of those who study in Russian because ethnicity there is more diverse including Russians, Tatars, Chechens.

5.7. Social Competence and Academic Achievement

Magelinskaite-Legkauskiene et al. (2016) state that children's ability to operate effectively in a social environment is crucial for making good use of intellectual potential. Moreover, learning is a social process for children because they need to follow directions and communicate with adults and peers. The positive correlation between effective social communications, good social skills and high social competence and better learning results was indicated in various research papers: by Konold et al. (2010), McClelland et al. (2006), Valiente et al. (2013), etc (as cited in Magelinskaite-Legkauskiene, 2016, p. 31). The

results of the study by Malik and Shujja (2013), in which they studied social competence as a predictor of academic achievement among Pakistani school children, also demonstrated that socially competent children solve academic problems quickly and easily, clearly understand class proceedings and are often appreciated by their teachers (p. 80).

The findings of the current study found a modest negative correlation between one dimension of social competence - conduct problems - and GPA, whereas peer relations and prosocial behavior did not have any relationship to GPA. Similar results were obtained in the study by Hawes et al. (2014) who studied conduct problems in childhood and adolescence and who also related a lower level of conduct problems with higher learning outcomes (p. 16). The relationship between conduct disorders and academic performance is a long-recognized phenomenon, and NIS Aktobe is not an exception. Though the level of conduct problems of the target population is within the normal range, its negative correlation can be clearly seen. Externalizing problems have been a predictor of academic achievement for a long time following different patterns which were proposed by Hinshaw in 1992: (a) achievement in learning affects behavior; (b) behavior affects achievement in learning; (c) the relationships between achievement and behavior are reciprocal (as cited in Kremer, Flower, Huang, & Vaughn, 2016, p. 95).

The absence of the relationship between prosocial behavior, peer relations and academic achievement may be explained by the fact that the majority of children who enter Nazarbayev Intellectual Schools are already high achievers and by the time of their enrollment in the school their basic study habits and learning styles are already formed. The level of prosocial behavior in the sample is already rather high. In addition, very few students demonstrate poor peer relations because students at NIS are intended to be brought up and taught according to the values of the school community which include respect, collaboration and tolerance.

5.8. Emotional Intelligence and Academic Achievement

According to the findings of the current research study, higher students' Emotional Intelligence, namely their self-control and well-being were correlated with higher academic achievement. This finding coincides with the results of an extensive body in literature. Thus, Fayombo (2012) stated that emotional intelligence was a strong predictor of academic achievement in her study, which was conducted among 163 undergraduate students in the University of West Indies (p. 103). This position was supported by the results in a row of studies in which it was claimed that students with higher emotional intelligence showed better academic performance (Fayombo, 2012, p. 103). The results of the meta-analysis by Ranjbar et al. (2017) as well as of the research conducted in Kerala by Marikutty and Joseph (2016) presented the same relationship: "adolescents who have high academic achievement were found to have higher levels of emotional intelligence" (p. 699). However, some authors reject the relationship between trait Emotional Intelligence and academic achievement (Devi & Narayanamma, 2014; Lawrence & Deepa, 2013) saying that emotions do not influence learning and its outcomes significantly.

Speaking about trait Emotional Intelligence factors separately, it is crucial to mention that according to Rimm-Kaufman, Curby, Grimm, Nathanson and Brock (2009), "children with low self-control exhibit poorer work habits than children with higher self-control" (as cited in Kremer et al., 2016, p. 96), which supports one of the findings of this research study. Stadler, Aust, Becker, Niepel and Greiff (2016) in their study devoted to self-control explaining academic achievement beyond cognitive ability suggest that self-control is "an important explanatory value for both objective and subjective academic achievement" (p. 168). The reason for this outcome may be the fact that better self-control skills probably help students to control negative emotions and avoid conflicts with teachers and peers which would undoubtedly influence their learning results positively.

Furthermore, "self-control is the main contributor to traits like perseverance, determination, and grit" which are usually linked to high academic achievement and even further career success (Steinberg, 2015, p. 28).

A positive correlation between psychological well-being and GPA was found during data analysis of this study, and this finding is in line with the findings of other researchers. For example, in his study of metacognitive skills, academic success and psychological well-being Isgor (2016) found well-being to be a significant predictor of average academic success. The sample of the study was similar to the sample of the current study as it included school students at the age of early, middle and elder adolescence. The positive correlation between psychological well-being and academic achievement can be based on the fact that when a person is satisfied with their life, there are no distractions from studies which lead to better academic outcomes.

In this study it was also found that higher achieving students possessed a higher level of emotionality. This is closely connected with negative emotionality which contains such emotions as frustration, fear and sadness and usually leads to behavioral problems and results in lower academic outcomes (Kramer et al., 2016, p. 96). Higher scores in emotionality may be associated with lower negative emotionality and better learning outcomes.

Regarding one more dimension of Emotional Intelligence – sociability was not related to the participants' academic achievement, which contradicts the results of previous research works. Thus, Wentzel and Asher (1995) concluded in their study that students with higher sociability had higher academic attainment. Tahir, Ghayas, & Adil, (2012) had similar results in their study devoted to the impact of achievement goals, sociability and gender on academic achievement. Contradictions of the current study results to the

previous literature may be explained by the difference in age since the above-mentioned studies were conducted among elder participants such as college and university students. This fact may prove that the role of sociability in affecting academic outcomes grows with age.

5.9. Influence of Age, Gender and Medium of Instruction on the Relationship between Social Competence, Emotional Intelligence and Academic Achievement

The last finding of this research study states that age, gender and medium of instruction do not influence the relationship between students' social competence and emotional intelligence significantly. The absence of the age influence can be possibly explained by the small difference in age groups which ranged from a small number of students of 12 years old to a similarly small number of students who were 17. Most representatives of the sample were 13 – 16 years old. In terms of gender, the number of males and females was almost equal. Nevertheless, gender characteristics probably did not have a great impact on the relationship between students' social competence, emotional intelligence and their learning outcomes. No difference between males and females was found in the study by Malik and Shujja (2013) who studied the influence of social competence on academic achievement among Pakistani school children. The situation with the medium of instruction is related to the fact that both Kazakh and Russian languages of instruction were native languages of the participants. Thus, they could not possibly affect the results of the study greatly.

5.10. Conclusion

The aim of this chapter was to discuss the results of the study in accordance with the research questions, research purpose and literature review. First of all, the analysis of findings helped to reveal the reasons for the difference in social competence and emotional

intelligence of students at NIS Aktobe. As found, females had higher scores in the two dimensions of social competence: prosocial behavior and peer relations, which is probably connected with their roles in the social environment and culture as well as with girls' natural openness and readiness to communicate. Male and female participants did not differ in conduct problems possibly due to following the Internal Code of Conduct established in every NIS.

The absence of difference in total social competence or any of its dimensions among students of Kazakh and Russian classes may be explained by the fact that both these languages are native for the sample representatives and do not affect social competence greatly. The level of peer relations and prosocial behavior was also higher among the younger representatives of the target population because age differences tend to be more noticeable in experimental rather than in natural observations. Moreover, younger NIS students try to set up better peer relations in order to enter the already established school community.

The level of emotional intelligence was the same for males and females as well as for all age groups which can be explained by the entry test to NIS which is based on psychometric models and takes into consideration candidates' level of emotional intelligence. Interestingly, students with a Kazakh medium of instruction possessed better self-control skills and were more satisfied with their lives which can be explained by Kazakh ethnic values including self-determination and well-being.

Regarding the relationship between social competence and academic achievement, only conduct problems were found to be related to the participants' GPA. A variety of previous research papers claim that behavioral disorders have been a strong predictor of academic outcomes for a long time. The fact that prosocial behavior and peer relations are

not related to GPA may be explained by NIS students following the Internal Code of Conduct as well as by their upbringing based on such values as respect, collaboration and tolerance.

Similar to previous literature, emotional intelligence was found as a predictor of academic performance. The participants with better self-control proved to have better academic results due to their better ability to control negative emotions and facilitate stress and nervousness. Well-being was also related to GPA, which can be explained by the fact that when a person is satisfied with his / her life, there are no distractions from studies which in turn leads to better academic achievement. A higher level of emotionality may be associated with lower negative emotionality and, as a result, with better learning outcomes. Sociability was not connected with the level of the participants' GPA possibly due to their age.

The last finding of this research study states that age, gender and medium of instruction do not influence the relationship between students' social competence and emotional intelligence significantly. The reasons include a small age difference, an almost equal number of males and females in the sample and the fact that both languages of instruction were native for the participants.

Chapter 6: Conclusion

6.1. Introduction

The study was conducted at NIS Aktobe and explored the relationship between students' social competence, emotional intelligence and the level of their academic achievement. This chapter contains the summary of the whole study. Overall, chapter six consists of six sections, the second of which summarizes the major findings of the study in relation to the research purpose and the research questions. The third section discusses the implications of research. The fourth section discusses the limitations, while the fifth contains recommendations for further research. The last section presents the author's final reflections.

6.2. Revisiting Research Questions

6.2.1. What is the level of social competence and emotional competence of students at NISAktobe? The results of the current study clearly show that male and female students of NIS Aktobe differ in the level of their social competence. Thus, girls scored higher in prosocial behavior and peer relations possibly due to the social roles and natural openness. Scores in social competence differ significantly in different age groups as well. Thus, younger teenagers have better peer relations than their elder counterparts which may be connected with the intention of 7th graders to enter the school community successfully. However, there was not any difference in the same dimensions when the target population was differentiated by medium of instruction.

There was no difference in emotional intelligence between the participants of both genders and different age groups. However, those who studied in Kazakh possessed better self-control skills and were more satisfied with their life than those who studied in Russian.

This fact may be explained by Kazakh ethnic values such as self-determination and well-being.

6.2.2. How do high, average, and low performing NIS students compare in terms of social competence and emotional intelligence? Higher achieving students possess a higher level of emotionality. In addition, higher students' total emotional intelligence, namely their self-control and well-being were correlated with higher academic achievement. The reason for this fact is possibly the ability of such students to control their negative emotions and facilitate stress better. Furthermore, it was found out that those students who have less conduct problems study better.

6.2.3. How do gender, age, and medium of instruction influence the relationship between academic achievement and students' social competence and emotional intelligence? Age, gender and medium of instruction do not influence the relationship between students' social competence, emotional intelligence and the level of their academic achievement significantly. The absence of age influence can be possibly explained by the small difference in age groups, as most representatives of the sample were 13 – 16 years old. In terms of gender, the amount of males and females was almost equal. The situation with the medium of instruction is related to the fact that both Kazakh and Russian languages of instruction were native languages of the participants. Thus, they could not possibly affect the results of the study greatly.

6.3. Research Implications

This study revealed that students with better self-control and well-being perform better academically. This finding may be used by school teachers and psychologists to develop school initiatives to raise the level of students' self-control and well-being which would likely affect positively on their academic outcomes. For instance, psychologists may organize trainings for students and teach them how to control their negative emotions, cope

with stress and gain a positive world view. Moreover, psychologists may use professional programs and tests to monitor students' social competence and emotional intelligence and then use the results when working with lower achieving students in order to help them with improving their learning outcomes.

Teachers should also be aware that conduct problems are related to academic achievement. Thus, firstly teachers should have control of discipline and try to help students with behavioral disorders to overcome their problems by working closer with parents and school psychologists. Secondly, it is necessary to raise students' better awareness of the importance of complying with rules; demonstrating prosocial behavior and following the school's Code of Conduct.

It is also significant to remember that NIS students' relationship between social competence, emotional intelligence and academic achievement are not affected by their gender, age or medium of instruction. Thus, teachers at NIS should work with students from each category in the same way, both pedagogically and socially.

6.4. Limitations of the Study

This section discusses the limitations of the current study. One of the limitations of the current study is non-representativeness of the sample population. All the participants were students of NIS Aktobe, and this deprives the researcher of the opportunity to generalize the results outside NIS community. Moreover, even within NIS community the results in different parts of Kazakhstan would differ due to the culture and language peculiarities in each region.

The second limitation of the study is the small range of GPA, which is connected with high academic performance at NIS. Including students from mainstream schools with lower grades would probably give more detailed and clearer results.

Another limitation of this research is relevantly low or questionable reliability of two dimensions in SDQ. This may be explained by the fact that the instrument was not used in its full form: only three out of five dimensions were included in the study.

6.5. Recommendations for Further Research

Taking into account the limitations of the current study, the following suggestions for further research can be proposed:

Research site: The study was conducted at NIS Aktobe. For further research, collecting data not only from NIS but also from a number of mainstream schools, lyceums and gymnasiums would give a broader and richer picture and let generalization be done. The study would be of more value if students from different regions of Kazakhstan took part in it, because every region has its own peculiarities in culture and language which undoubtedly influence students' social competence and emotional intelligence levels.

Study participants' characteristics: The study focused on NIS students who have higher academic performance than their peers from other schools. Further research needs to include students with low and average GPA within Kazakhstan rather than with NIS. This would probably let the researcher to get more diverse results.

Reliability of the instruments: The study employed only three dimensions of SDQ which probably affected negatively its internal reliability. Further research may involve the full version of the survey. This may increase the reliability of the instrument as well as ensure a broader field of research.

6.6. Final Reflections

Conducting research about the influence of social competence and emotional intelligence on students' academic achievement was a very valuable experience for me due

to some reasons. Firstly, I believe that my research would make a contribution in the academic studies about NIS presenting the information about the level of social competence and emotional intelligence and the degree of their influence of these on students' academic achievement. Secondly, I think, this paper may help NIS community all around Kazakhstan: not only students, but also teachers and psychologists. All stakeholders will be aware of non-cognitive factors which influence academic success and use this research results in order to take actions to increase learning outcomes. Thirdly, I satisfied my personal interest in this issue and I am eager to study this topic deeper in the future. I would like to conduct a research involving participants of a wider age range from different schools and regions of Kazakhstan to provide a broader picture of this phenomenon at a national scale.

References

Adler, A. (2017). Positive education: Educating for academic success and for a fulfilling life. *Psychologist Papers, 38 (1),* 50 – 57.

Afolabi, O. A. (2013). Roles of Personality Types, Emotional Intelligence and Gender Differences on Prosocial Behavior. *Psychological Thought, 6 (1),* 124 – 139.

Agak, H. (2002). Gender difference and academic achievement in music among form four students in Kenya 1991 – 1995. *Bulletin of the Council for Research in Music Education, 153,* 94 – 101.

Ali, A. & Ahmad, I. (2011). Key factors for determining students' satisfaction in distance learning courses: A study of Allama Iqbal Open University. *Contemporary Education Technology, 2 (2),* 118 – 134.

Al-Mahrooqi, R. (2016). Emotional intelligence in language instruction in Oman: the missing link? *RELC Journal, 47 (2),* 145 – 160.

Al-Mutairi, A. (2011). Factors affecting business students' performance in Arab Open University: The case of Kuwait. *International Journal of Business and Management, 6 (5),* 146 – 156.

Amro, H. J., Mundy, M. A., Kupczynski, L. (2015). The effects of age and gender on student achievement in face-to-face online college algebra classes. *Research in Higher Education Journal, 27,* 1 – 22.

Anderson, C. (2010). Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education, 74 (8),* 1 – 7. Retrieved from http://www.medscape.com/viewarticle/731165_3

APA Dictionary of Psychology (2nd ed.). (2015). Washington, DC: American Psychological Association.

Asher, S. R., & Dodge, K. A. (1986). Identifying children who are rejected by peers. *Developmental Psychology, 22 (4),* 444 – 449.

Autonomous Educational Organization 'Nazarbayev Intellectual schools'. (2015). *Internal Code of Conduct,* 1 – 19. Retrieved from http://nisa.edu.kz/index.php/2014-03-20-

19-34-12/2014-03-20-19-40-01/11-2014-02-19-10-03-10/512-internal-code-of-conduct-ru

Baumeister, R. F., Vohs, K. D., & Tice, D. M. (2007). The strength model of self-control. *Current Directions in Psychological Science, 16 (6),* 351 – 355.

Bertrand, M., & Pan, J. (2011). The trouble with boys: Social influences and the gender gap in disruptive behavior. *American Economic Journal, 10,* 1 – 62.

Block, A., Udermann, B., Felix, M., Reineke, D., & Murray, S. (2008). Achievement and satisfaction in an online versus a traditional health and wellness course. *Online Learning and Teaching, 4 (1),* 57 – 56.

Bost, K. K., Vaughn, B. E., Newell Washington, W., Cielinski, K. L., & Bradbard, M. R. (1998). Social competence, social support, and attachment: Demarcation of construct domains, measurement, and paths of influence for preschool children attending head start. *Child Development, 69 (1),* 192 – 218.

Broomes, O. P. (2013). More than a new country: Effects of immigration and home language on elementary students' academic achievement overtime. *Education Policy Analysis Archives, 21 (48),* 1 – 23.

Brotman, L. M., Gouley, K. K., O'Neal, C., & Klein, R. G. (2004). Preschool-aged siblings of adjudicated youths: Multiple risk factors for conduct problems. *Early Education and Development, 15 (4),* 387 – 406.

Brouzos, A., Misailidi, P., & Hadjitmattheou, A. (2014). Associations between emotional intelligence, socioemotional adjustment, and academic achievement in childhood: The influence age. *Canadian Journal of Psychology, 29 (2),* 83 – 99.

Budrina, E. G. (2017). Gender characteristics of intelligence and academic achievement of younger schoolchildren. *Procedia – Social and Behavioral Sciences, 237,* 1390 – 1397.

Bulic, A., & Pinkas, G. (2016). The manifestation of prosocial and aggressive behavior of preschool children depending on sex and age. *Journal for Interdisciplinary Studies, 6 (2),* 36 – 45.

Caprara, G. B., Barbaranelli, C., Patorelli, C., Bandura, A., & Zimbardo, P. G. (2000). Prosocial foundations of children's academic achievement. *Psychological Science, 11,* 302 – 306.

Caprara, G. V., Luengo Kanacri, B. P., Gerbino, M., Zuffiano, A., Alessandri, G., Vecchio, G., Caprara, E., Pastorelli, C., Bridglall, B. (2014). Positive effects of promoting prosocial behavior in early adolescence: Evidence from a school-based intervention. *International Journal of Behavioral Development, 38 (4),* 386 – 396.

Carvalho, R. G. G. (2016). Gender differences in academic achievement: The mediating role of personality. *Personality and Individual Differences, 94,* 54 – 58.

Chapman, B. P., & Hayslip, B. (2006). Emotional intelligence in young middle adulthood: Cross-sectional analysis of latent structure and means. *Psychology and Aging, 21 (2),* 411 – 418.

Chen, X., Chen, H., & Kaspar, V. (2001). Group social functioning and individual socioemotional and school adjustment in Chinese children. *Merril-Palmer Quarterly, 47 (2),* 264 – 299.

Choi, Y., Kim, J., & Kim, S. (2015). Career development and school success in adolescents: The role of career interventions. *The Career Development Quarterly, 63,* 171 – 186.

Chou, K. L. (1998). Effects of age, gender, and participation in volunteer activities on the altruistic behavior of Chinese adolescents. *Journal of Genetic Psychology, 159 (2),* 195 – 201.

Civan, A., & Coskun, A. (2016). The effect of the medium of instruction language on the academic success of university students. *Educational Sciences: Theory & Practice, 16,* 1981 – 2004.

Costa, A., & Faria, L. (2015). The impact of emotional intelligence on academic achievement: A longitudinal study in Portuguese secondary school. *Learning and Individual Differences, 37,* 38 – 47.

Cresswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research.* Boston: Pearson Education.

Dafouz, E., & Mar Camacho-Minano, M. (2016). Exploring the impact of English-medium instruction on university student academic achievement: The case of accounting. *English for Specific Purposes, 44,* 57 – 67.

Dayioglu, M., & Turut-Asik, S. (2004). Gender differences in academic performance in a large public university in Turkey. *ERC Working Papers in Economics,* 1 – 35.

Denzin, N. K. (1983). A note on emotionality, self, and interaction. *American Journal of Sociology, 89 (2),* 402 – 409.

Devi, V. R., Narayanamma, P. L. (2014). Academic achievement in engineering: Does emotional intelligence matter? *Journal of Contemporary Research in Management, 9 (3),* 45 – 64.

Dodge, K. A., Pettit, G. S., McClaskey, C. L., Brown, M. B., & Gottman, J. M. (1986). Social competence in children. *Monographs of the Society for Research in Child Development, 51 (2),* 1 – 85.

Downey, L. A., Mountstephen, J., Lloyd, J., Hansen, K. & Stough, C. (2008). Emotional intelligence and scholastic achievement in Australian adolescents. *Australian Journal of Psychology, 60 (1),* 10 – 17.

Drugli, M. B., Larsson, B., & Clifford, G. (2007). Changes in social competence in young children treated because of conduct problems as viewed by multiple informants. *European Child Adolescent Psychiatry, 16,* 370 – 378.

Duckworth, A. L. (2011). The significance of self-control. *Proceedings of the National Academy of Sciences of the United States of America, 108 (7),* 2639 – 2640.

Etel, E., & Yagmurlu, B. (2015). Social competence, theory of mind, and executive function in institution-reared Turkish children. *International Journal of Behavioral Development, 39 (6),* 519 – 529.

Fabes, R. A., Eisenberg, N., Jones, S., Smith, M., Guthrie, I., Poulin, R., Shepard, S., & Friedman, J. (1999). Regulation, emotionality, and preschoolers' socially competent peer interactions. *Child Development, 70 (2),* 432 – 442.

Fallahzade, H. (2011). The relationship between emotional intelligence and academic achievement in medical science student in Iran. *Procedia – Social and Behavioral Sciences, 30,* 1461 – 1466.

Fayombo, G. A. (2012). Emotional intelligence and gender as predictors of academic achievement among some university students in Barbados. *International Journal of Higher Education, 1 (1),* 102 – 111.

Fin, L. S., & Ishak, Z. (2012). A priori model of students' academic achievement: The effect of gender as moderator. *Procedia – Social and Behavioral Sciences, 65,* 1092 – 1100.

Fonteyne, L., Duyck, W., & De Fruyt, F. (2017). Program-specific prediction of academic achievement on the basis of cognitive and non-cognitive factors. *Learning and Individual Differences, 56,* 34 – 48.

Gallardo, L. O., Barrasa, A., & Guevara-Viejo, F. (2016). Positive peer relationships and academic achievement across early and midadolescence. *Social Behavior and Personality, 44 (10),* 1637 – 1648.

Garner, P. W., & Estep, K. M. (2001). Emotional competence, emotional socialization, and young children's peer-related social competence. *Early Education and Development, 12 (1),* 29 – 48.

George, D., & Mallery, P. (2003). SPSS for Windows step by step: A simple guide and reference. Boston: Allyn & Bacon.

Gomez-Baya, D., Mendoza, R., Paino, S., & Gaspar de Matos, M (2017). Perceived emotional intelligence as a predictor of depressive symptoms during mid-adolescence: A two-year longitudinal study on gender differences. *Personality and Individual Differences,* 104, 303 – 312.

Goodman, R., Meltzer, H., & Bailey, V. (1998). The strengths and difficulties questionnaire: A pilot study on the validity of the self-report version. *European Child & Adolescent Psychiatry, 7,* 125 – 130.

Gouley, K.K, Brotman, L.M, & Huang, K. (2008). Construct validation of the social competence in preschool-age children. *Social Development, 17 (2),* 380 – 398.

Grunigen, R., Kochenderfer-Ladd, B., Perren, S., & Alsaker, F. D. (2012). Links between local language competence and peer relations among Swiss and immigrant children: The mediating role of social behavior. *Journal of School Psychology, 50,* 195 – 213.

Haddadi Koohsar, A. A. & Ghobary Bonab, B. (2011). Relation between emotional intelligence and quality of attachment in high school administrators. *Procedia – Social and Behavioral Studies, 30,* 949 – 953.

Hawes, D. J., Price, M. J., & Dadds, M. R. (2014). Callous-unemotional traits and the treatment of conduct problems in childhood and adolescence: A comprehensive review. *Clinical Child and Family Psychological Review,* 1 – 21.

Hine, B. A. (2017). Identifying the male prosocial niche: the gender-typing of prosocial behavior across childhood and adolescence. *European Journal of Developmental Psychology, 14 (2),* 206 – 220.

Howes, C., Rubin, K. H., Ross, H. S., & French, D. C. (1988). Peer interaction of young children. *Monographs of the Society for Research in Child Development, 53 (1),* 1 – 92.

Hubbard, J. A., & Coie, J. D. (1994). Emotional correlates of social competence in children's peer relationships. *Merril-Palmer Quarterly, 40 (1),* 1 – 20.

Hyson, M. C. (1994). [Review of the book *Children's social competence in context: The contributions of family, school, and culture* by B. H. Schneider]. *Journal of Marriage and Family, 56 (4),* 1047.

Isgor, I. Y. (2016). Metacognitive skills, academic success and exam anxiety as the predictors of psychological well-being. *Journal of Education and Training Studies, 4 (9),* 35 – 42.

Jenaabadi, H. (2014). Studying the relation between emotional intelligence and self esteem with academic achievement. *Procedia – Social and Behavioral Studies, 114,* 203 – 206.

Joseph, A., John, O., Eric, I., Yusuf, S., & Olubunmi, A. (2015). Effect of gender on students' academic performance in computer studies in secondary schools in New

Bussa, Borgu local government of Niger State. *Journal of Education and Practice, 6 (33),* 1 – 7.

Kashani, F., Azimi, L., & Vaziri, Sh. (2012). Relationship between emotional intelligence and educational achievement. *Procedia – Social and Behavioral Sciences, 69,* 1270 – 1275.

Kazakhstan – Nazarbayev Inetellectual Schools. (n.d.). Retrieved from http://www.cito.com/our-expertise/customer-story/kazakhstan-nazarbayev-intellectual-schools

Klostermann, S., Connell, A., & Stromshak, E. A. (2014). Gender differences in the developmental links between conduct problems and depression across early adolescence. *Journal of Research on Adolescence, 26 (1),* 76 – 89.

Kokkinos, C. M., Kakarani, S., & Kolovou, D. (2016). Relationships among shyness, social competence, peer relations, and theory of mind among pre-adoloescents. *Social Psychology of Education, 19,* 117 – 133.

Komlosi, E. (2014). What emotional intelligence traits make citizens really active? An empirical study. *Expert Systems with Applications, 41,* 1981 – 1987.

Kremer, K. P., Flower, A., Huang, J., & Vaughn, M. G. (2016). Behavior problems and children's academic achievement: A test of growth-curve models with gender and racial differences. *Children and Youth Services Review, 67,* 95 – 104.

Kristoffersen, J. H. G., Obel, C., & Smith, N. (2015). Gender differences in behavioral problems and school outcomes. *Journal of Economic Behavior & Organization, 115,* 75 – 93.

Kupczynski, L., Gibson, A. M., Ice, P., Richardson, J., & Challoo, L. (2011). The impact of frequency on achievement in online courses: A study from a South Texas University. *School of Arts and Humanities, 6,* 141 – 149.

Lavasani, M. G., Borhanzadeh, S., Afzali, L., & Hejazi, E. (2011). The relationship between perceived parenting styles, social support with psychological well-being. *Procedia Social and Behavioral Studies, 15,* 1852 – 1856.

Lawrence, A. S. A., Deepa, T. (2013). Emotional intelligence and academic achievement of high school students in Kanyakumari district. *International Journal of Physical and Social Sciences, 3 (2),* 101 – 107.

Lee, A., Hankin, B. L., & Mermelstein, R. J. (2010). Perceived social competence, negative social interactions and negative cognitive style predict depressive symptoms during adolescence. *Journal of Clinical Child Adolescent Psychology, 39 (5),* 603 – 615.

Lopes, P. N., Mestre, J. M., Guil, R., Kremenitzer, J. P., Salovey, P. (2012). The role of knowledge and skills for managing emotions in adaptation to school: Social behavior and misconduct in the classroom. *American Educational Research Journal, 49 (4),* 710 – 742.

Lopes, P. N., Salovey, P., & Straus, R. (2003). Emotional intelligence, personality, and the perceived quality of social relationships. *Personality and Individual Differences, 35,* 641 – 658.

Lysenko, L. J., Barker, E. D., & Jaffee, S. R. (2013). Sex differences in the relationship between harsh discipline and conduct problems. *Social Development, 22 (1),* 197 – 214.

Ma, H. K. (2005). The relation of gender-role classifications to the prosocial and antisocial behavior of Chinese adolescents. *The Journal of Genetic Psychology, 166 (2),* 189 – 202.

Magelinskaite-Legkauskiene, S., Legkauskas, V., & Kepalaite, A. (2016). Relative importance of social factors linked to academic achievement in the 1st grade. *Social Welfare Interdisciplinary Approach, 6 (2),* 30 – 42.

Malik, F., Shujja, S. (2013). Social competence and school systems as predictor of academic achievement in high and low achieving Pakistani school children. *Journal of Behavioral Sciences, 23 (1),* 77 – 92.

Marikutty, P. J., Joseph, M. I. (2016). Effects of emotional intelligence on stress, psychological well-being, and academic achievement of adolescents. *Indian Journal of Health and Wellbeing, 7 (7),* 699 – 702.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional Development and Emotional Intelligence.* New York: Basic Books.

McCelland, M. M., Morrison, F. J., Holmes, D. L. (2000). Children at risk for early academic problems: The role of learning-related social skills. *Early Childhood Research Quarterly, 15 (3),* 307 – 329.

McFall, R. M., & Dodge, K. A. (1982). Self-management and interpersonal skills learning. In P. Karoly & F. H. Kanfer (Eds.), *Self-Management and Behavior Change.* New York: Pergamon.

Mechanic, D., & Hansell, S. (1987). Adolescent competence, psychological well-being, and self-assessed physical health. *Journal of Health and Social Behavior, 28 (4),* 364 – 374.

Mehisto, P. (2015). Kazakhstan: From twenty trilingual schools to thousands? In P. Mehisto & F. Genesee (Eds.), *Building bilingual education systems* (pp. 109 – 130). Cambridge, United Kingdom: Cambridge University Press.

Mehrens, W. A., & Rogers, B. G. (1970). Relations between grade point averages and collegiate course grade distributions. *The Journal of Educational Research, 64 (4),* 169 – 171.

Mohammed Elhaj, N. H. (2015). The relationship between Emotional Intelligence and English Language achievements among private secondary school's students at Khartoum locality. *The Ahfad Journal, 32 (1),* 15 – 29.

Mostow, A. J., Izard, C. E., Fine, S., & Trentacosta, C. J. (2002). Modelling emotional, cognitive, and behavioral predictors of peer acceptance. *Child Development, 73 (6),* 1775 – 1787.

Musa, A. K. J., Dauda, B., & Umar, M. A. (2016). Gender differences in achievement goals and performances in language and Mathematics of senior secondary schools in Borno State, Nigeria. *Journal of Education and Practice, 7 (27),* 165 – 175.

Nam, K. (2014). Until when does the effect of age on academic achievement persist? Evidence from Korean data. *Economics of Education, 40,* 106 – 122.

Nozaki, Y. (2015). Emotional competence and extrinsic emotion regulation directed toward and ostracized person. *Emotion, 15 (6),* 763 – 774.

O'Dwyer, L. & Bernauer, J. A. (2014). *Quantitative research for the qualitative researcher.* Los Angeles: SAGE.

O'Malley, J. M. (1977). Research perspective on social competence. *Merril-Palmer Quarterly of Behaviour and Development, 23 (1),* 29 – 44.

Orynbayev, Y. (2012). Education reforms in Kazakhstan. Retrieved from http://nur.nu.edu.kz/bitstream/handle/123456789/258/EDUCATION%20reforms %20in%20KZ.pdf?sequence=1&isAllowed=y.

Oz, H., Demirezen, M., & Pourfeiz, J. (2015). Emotional intelligence and attitudes towards foreign language learning: Pursuit of relevance and implications. *Procedia – Social and Behavioral Sciences, 186,* 416 – 423.

Pahl, K. (2009). Emotionality: A brief introduction. *MLN, 124 (3),* 547 – 554.

Palmer, B. R., Manocha, R., Gignac, G., & Stough, C. (2003). Examining the factor structure of the Bar-On Emotional Quotient Inventory with an Australian general population sample. *Personality and Individual Differences, 35 (5),* 1191 – 1210.

Paz Espinosa, M. & Kovarik, J. (2015). Prosocial Behavior and Gender. *Frontiers in Behavioral Neuroscience, 9,* 1 – 9.

Pederson, S., & Liu, M. (2003). Teacher's beliefs about issues in the implementation of a student-centered learning environment. *Educational Technology Research and Development, 51 (2),* 57 – 76.

Perreira, K. M., & Ornelas, I. J. (2011). The physical and psychological well-being of immigrant children. *The Future of Children, 21 (1),* 195 – 218.

Petrides, K. V. (2009). Psychometric properties of the trait emotional intelligence questionnaire (TEIQue). In C. Stough et al. (Eds.) Assessing Emotional Intelligence. The Springer Series on Human Exceptionality.

Petrides, K. V., & Furnham, A. (2000). Gender differences in measured and self-estimed trait emotional intelligence. *Personality and Individual Differences, 42 (5-6),* 449 – 461.

Petrides, K. V., Pita, R., & Kokkinaki, F. (2007). The location of trait emotional intelligence in personality factor space. *British Journal of Psychology, 98,* 273 – 289.

Ponitz, C. C., McCelland, M. M., Matthews, J. S., Morrison, F. J. (2009). A structured observation of behavioral self-regulation and its contribution to kindergarten outcomes. *Developmental Psychology, 45 (3),* 605 – 619.

Ponzo, M., & Scoppo, V. (2014). The long-lasting effects of school entry age: Evidence from Italian students. *Journal of Policy Modelling, 36,* 578 – 599.

Pope, D., Roper, C., & Qualter, P. (2012). The influence of emotional intelligence on academic progress and achievement in UK university students. *Assessment & Evaluation in Higher Education, 37 (8),* 907 – 918.

Poulou, M. (2014). How are trait emotional intelligence and social skills related to emotional and behavioral difficulties in adolescents? *Educational Psychology, 34 (3),* 354 – 366.

Ranjbar, H., Khademi, S. H., & Areshtanab, H. N. (2017). The relation between academic achievement and emotional intelligence in Iranian students: A meta-analysis. *Acta Facultatis Medicae Naissensis, 34 (1),* 65 – 76.

Ren, Y. (2015). Social competence of Mandarin-speaking immigrant children in childcare. *Early Child Development and Care, 185 (5),* 791 – 806.

Rozell, E. J., Pettijohn, C. E., & Parker, R. S. (2004). Customer-oriented selling: Exploring the roles of emotional intelligence and organizational commitment. *Psychology & Marketing, 21 (6),* 405 – 424.

Saeki, E., Watanabe, Y., & Kido, M. (2015). Developmental gender trends in emotional literacy and interpersonal competence among Japanese children. *The International Journal of Emotional Education, 7 (2),* 15 – 35.

Sakhiyeva, F. A., Berdibayeva, S. K., Atakhanova, G. M., Belzhanova, A. Zh., & Berdibayev, S. K. (2016). Features of the value orientations of Kazakhs living abroad. *Review of European Studies, 7 (6),* 1 – 8.

Schell, A., Albers, L., Kries, R., Hilenbrand, C., & Hennemann, T. (2015). Preventing behavioral disorders via supporting social and emotional competence at preschool age. *Deutsches Aerzteblatt International, 112,* 647 – 654.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences, 25,* 167 – 177.

SDQ. English Version (UK). (2016, June 16th). Retrieved from http://www.sdqinfo.com/py/sdqinfo/b3.py?language=Englishqz(UK).

Shamshidinova, K., Ayubayeva, N., & Bridges, D. (2014). *Educational reform and internationalization. The case of school reform in Kazakhstan.* D. Bridges (Ed.). Cambridge, UK: Cambridge University Press.

Siegling, A. B., Furham, A., & Petrides, K. V. (2015). Trait emotional intelligence and personality: Gender-invariant linkages across different measures of the Big Five. *Journal of Psychoeducational Assessment, 33 (1),* 57 – 67.

Siegling, A. B., Vesely, A. K., Petrides, K. V., & Saklofske, D. H. (2015). Incremental validity of the Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF). *Journal of Personality Assessment, 97 (5),* 525 – 535.

Smithson, M., Amato, P. R., Pearle, P. (1983). Dimensions of social behavior. *Child Psychology, 8 (1),* 91 – 95.

Stadler, M., Aust, M., Becker, N., Niepel, C., & Greiff, S. (2016). Choosing between what you want now and what you want most: Self-control explains academic achievement beyond cognitive ability. *Personality and Individual Differences, 94,* 168 – 172.

Stefan, C. A., Balaj, A., Porumb, M., Albu, M., & Mircea, M. (2009). Preschool screening for social and emotional competencies – development and psychometric properties. *Cognition, Brain, Behaviour, 13 (2),* 121 – 146.

Steinberg, L. (2015). How self-control drives student achievement. *Educational Leadership,* 28 – 32.

Storvoll, E. E., Wichstrom, L., & Pape, H. (2003). Gender differences in the association between conduct problems and other problems among adolescents. *Journal of Scandinavian Studies in Criminology and Crime Prevention, 3,* 194 – 209.

Tahir, I., Ghayas, S., & Adil, A. (2012). Impact of achievement goals, sociability and gender on academic achievement of university students. *Journal of the Indian Academy of Applied Psychology, 38 (2),* 386 – 396.

Teasdale, B. & Silver, E. (2009). Neighborhoods and self-control: Toward an expanded view of socialization. *Social Problems, 56 (1),* 205 – 222.

Ten Dam, G. T. M., & Volman, M. L. L. (2003). A life jacket or an art of living: Inequality in social Competence education. *Curriculum Inquiry, 33 (2),* 117 – 137.

Tinklin, T. (2003). Gender differences and high attainment. *British Educational Research Journal, 29 (3),* 307 – 325.

Tsaousis, I., & Kazi, S. (2013). Factorial invariance and latent meand differences of scores on trait emotional intelligence across gender and age. *Personality and Individual Differences, 54,* 169 – 173.

Turley, R. N. L., Gamoran, A., McCarty, A. T., & Fish, R. (2017). Reducing children's behavior problems through social capital: A causal assessment. *Social Science Research, 61,* 206 – 217.

Uzonwanne, F. C. (2016). Practising male, in a "Woman's World": gender, age and dimensions of emotional intelligence among nurse leaders in Northern Nigeria. *Gender & Behavior, 14 (3),* 7786 – 7805.

Waters, E., & Sroufe, L. A. (1983). Social competence as a developmental construct. *Developmental Review, 3,* 79 – 97.

Webster-Stratton, C., Reid, J., & Hammond, M. (2001). Social skills and problem-solving training for children with early-onset conduct problems: who benefits? *Journal of Child Psychology and Psychiatry, 42,* 943 – 952.

Webster-Stratton, C., Reid, M. J. (2004). Strengthening social and emotional competence in young children – the foundation for early school readiness and success. *Infants and Young Children, 17 (2),* 96 – 113.

Webster-Stratton, C., & Woolley Lindsay, D. (1999). Social competence and conduct problems in young children: issues in assessment. *Journal of Clinical Child Psychology, 28 (1),* 25 – 43.

Welsh, M., Parke, R. D., Widaman, K., & O'Neil, R. (2001). Linkages between children's social and academic competence: A longitudinal analysis. *Journal of School Psychology, 39 (6),* 463 – 481.

Wentzel, K. R., & Asher, S. R. (1995). The academic lives of neglected, rejected, popular, and controversial children. *Child Development, 66,* 754 – 763.

Zhumanova, A. Z., Dosova B. A., Imanbetov,A. N., & Zhumashev, R. M. (2016). Language politics in the Republic of Kazakhstan: History, Problems and Prospect. *International Journal of Environmental & Science Education, 11 (11),* 4241 – 4253.

Zosuls, K. M., Field, R. D., Martin, C. L., Andrews, N. C. Z., & England, D. E. (2014). Gender-based relationship efficacy: Children's self-perceptions in intergroup contexts. *Child Development, 85 (4),* 1663 – 1676.

Appendix A

Strengths and Difficulties Questionnaire

For each item, please mark the box for *Not True*, *Somewhat True* or *Certainly True*. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems daft! Please give your answers on the basis of how things have been for you over the last six months.

Your name .... Male/Female

Your age... Your grade

…………………..

Your language of instruction ....

		Not True	**Somewhat True**	**Certainly True**
1	I try to be nice to other people. I care about their feelings	☐	☐	☐
2	I get very angry and often lose my temper	☐	☐	☐
3	I am usually on my own. I generally play alone or keep to myself	☐	☐	☐
4	I usually share with others (food, games, pens etc.)	☐	☐	☐
5	I usually do as I am told	☐	☐	☐
6	I have one good friend or more	☐	☐	☐
7	I am helpful if someone is hurt, upset or feeling ill	☐	☐	☐
8	I fight a lot. I can make other people do what I want	☐	☐	☐
9	Other people my age generally like me	☐	☐	☐
10	I am kind to younger children	☐	☐	☐
11	I am often accused of lying or cheating	☐	☐	☐
12	Other children or young people pick on me or bully me	☐	☐	☐
13	I often volunteer to help others (parents, teachers, children)	☐	☐	☐

14	I take things that are not mine from home, school or elsewhere	□	□	□
15	I get on better with adults than with people my own age	□	□	□

Today's date ....

Thank you very much for your help!

Appendix B

Trait Emotional Intelligence Questionnaire

Instructions: Please answer by putting a circle around the number that best shows how much you agree or disagree with each sentence below. If you strongly disagree with a sentence, circle a number close to 1. If you strongly agree with a sentence, circle a number close to 7. If you're not too sure if you agree or disagree, circle a number close to 4. Work quickly, but carefully. There are no right or wrong answers.

		Disagree						Agree
1	It's easy for me to talk about my feelings to other people.	1	2	3	4	5	6	7
2	I often find it hard to see things from someone else's point of view.	1	2	3	4	5	6	7
3	I'm a very motivated person.	1	2	3	4	5	6	7
4	I find it hard to control my feelings.	1	2	3	4	5	6	7
5	My life is not enjoyable.	1	2	3	4	5	6	7
6	I'm good at getting along with my classmates.	1	2	3	4	5	6	7
7	I change my mind often.	1	2	3	4	5	6	7
8	I find it hard to know exactly what emotion I'm feeling.	1	2	3	4	5	6	7
9	I'm comfortable with the way I look.	1	2	3	4	5	6	7
10	I find it hard to stand up for my rights.	1	2	3	4	5	6	7
11	I can make other people feel better when I want to.	1	2	3	4	5	6	7
12	Sometimes, I think my whole life is going to be miserable.	1	2	3	4	5	6	7
13	Sometimes, others complain that I treat them badly.	1	2	3	4	5	6	7
14	I find it hard to cope when things change in my life.	1	2	3	4	5	6	7
15	I'm able to deal with stress.	1	2	3	4	5	6	7
16	I don't know how to show the people close to me that I care about them.	1	2	3	4	5	6	7
17	I'm able to "get into someone's shoes" and feel their emotions.	1	2	3	4	5	6	7

18	I find it hard to keep myself motivated.	1	2	3	4	5	6	7
19	I can control my anger when I want to.	1	2	3	4	5	6	7
20	I'm happy with my life.	1	2	3	4	5	6	7
21	I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22	Sometimes, I get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23	I pay a lot of attention to my feelings.	1	2	3	4	5	6	7
24	I feel good about myself.	1	2	3	4	5	6	7
25	I tend to "back down" even if I know I'm right.	1	2	3	4	5	6	7
26	I'm unable to change the way other people feel.	1	2	3	4	5	6	7
27	I believe that things will work out fine in my life.	1	2	3	4	5	6	7
28	Sometimes, I wish I had a better relationship with my parents.	1	2	3	4	5	6	7
29	I'm able cope well in new environments.	1	2	3	4	5	6	7
30	I try to control my thoughts and not worry too much about things.	1	2	3	4	5	6	7

Today's date ....

Thank you very much for your help!

Appendix C
PARENTAL INFORMED CONSENT FORM
FOR RESEARCH INVOLVING CHILDREN

The relationship between students' social competence and emotional intelligence and their academic achievement at Nazarbayev Intellectual School of Aktobe

DESCRIPTION: Your child is invited to participate in a research study on the relationship between students' social competence and emotional intelligenceence and their academic achievement. Your child will be asked to complete a questionnaire which contains 15 questions on social competence and 30 questions on emotional intelligence. The researcher will also collect information about your child's grades for the first two terms of 2016 – 2017 academic year. When your child's questionnaire answers are related to his / her GPA, all the names will be deleted. No names or any identifying data will be included in any research report derived from this study. The data on GPA will be kept in the password-protected file. The questionnaires will be kept in the researcher's room, in a locked drawer. Only two people will have access to the data: the researcher and her advisor. The hard copy questionnaires will be subsequently destroyed after analyzing the data in SPSS. After completing the entire work on this research study, all the data in the computer will be deleted.

RISKS AND BENEFITS:
The risks associated with this study are minimal. First of all, the data will contain the information about your child's social and emotional competencies as well as their academic performance. This can be regarded as personal information which should not be announced. To address this issue, the researcher will guarantee absolute confidentiality during and after the research study through protecting your and your child's identities and privacy.
The other minor risk is connected with the interruption of students' school extracurricular and additional classes in the afternoon. To address this issue, your child will be suggested to choose the most convenient time for them to complete the questionnaire.

There is no empirical research about the relationship between students' social competence and emotional intelligence and their academic achievement conducted in Kazakhstan. This research would contribute to the field of educational research and provide the scientific community with the picture of students' social and emotional competence in Kazakhstan in the present time. The results of this study may be rather informative in terms of analyzing students' strengths and weaknesses in their social competence and emotional intelligence; it will possibly identify some challenges students face in the social and emotional sides of their life. Schools may use the findings of this research study to develop initiatives in order to improve students' social competence and emotional intelligence which will possibly increase their academic achievement.

Your decision whether or not to allow your child to participate in this study will not affect your child's grades or participation in school.

TIME INVOLVEMENT: Your child's participation in this study will take approximately 30 minutes.

SUBJECT'S RIGHTS: If you have read this form and have decided to allow your child/student to participate in this study, please understand your child's participation is voluntary and your child has the right to withdraw his/her consent or discontinue participation at any time without penalty or loss of benefits to which he/she is otherwise entitled. Your child has the right to refuse to answer particular questions.Your child's individual privacy will be maintained in all published and written data resulting from the study.

CONTACT INFORMATION:
Questions: If you have any questions, concerns or complaints about thisresearch, its procedures, risks and benefits, you should ask the Master's thesis Supervisor, *Daniel Hernandez Torrano, daniel.torrano@nu.edu.kz, telephone: +7 7172 709 359.*

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone

independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

I (we) have read the information above and hereby consent to have my (our) child participate in this study by signing below.

_____

Signature(s) of Parent(s) or Guardian

Date

The extra copy of this signed and dated consent form is for you to keep.

INFORMED CONSENT FORM

**The relationship between students' social competence and emotional intelligence and
their academic achievement at Nazarbayev Intellectual School of Aktobe**

DESCRIPTION: You are invited to participate in a research study on the relationship between students' social competence and emotional intelligence and their academic achievement. You will be asked to complete a questionnaire which contains 15 questions on social competence and 30 questions on emotional intelligence. The researcher will also collect information about your grades for the first two terms of 2016 – 2017 academic year. When your questionnaire answers are related to your GPA, all the names will be deleted. No names or any identifying data will be included in any research report derived from this study. The data on GPA will be kept in the password-protected file. The questionnaires will be kept in the researcher's room, in a locked drawer. Only two people will have access to the data: the researcher and her advisor. The hard copy questionnaires will be subsequently destroyed after analyzing the data in SPSS. After completing the entire work on this research study, all the data in the computer will be deleted.

RISKS AND BENEFITS:

The risks associated with this study are minimal. First of all, the data will contain the information about your social and emotional competence as well as your academic performance. This can be regarded as personal information which should not be announced. To address this issue, the researcher will guarantee absolute confidentiality during and after the research study through protecting your and your parent's identities and privacy.

The other minor risk is connected with the interruption of students' school extracurricular and additional classes in the afternoon. To address this issue, you will be suggested to choose the most convenient time for them to complete the questionnaire.

There is no empirical research about the relationship between students' social competenc and emotional intelligence and their academic achievement conducted in Kazakhstan. This research would contribute to the field of educational research and provide the scientific

community with the picture of students' social competence and emotional intelligence in Kazakhstan in the present time. The results of this study may be rather informative in terms of analyzing students' strengths and weaknesses in their social competence and emotional intelligence; it will possibly identify some challenges students face in the social and emotional sides of their life. Schools may use the findings of this research study to develop initiatives in order to improve students' social competence and emotional intelligence which will possibly increase their academic achievement.

TIME INVOLVEMENT: Your participation will take approximately 30 minutes.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled**. **The alternative is not to participate.** You have the right to refuse to answer particular questions. Your individual privacy will be maintained in all published and written data resulting from the study.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor, *Daniel Hernandez Torrano, daniel.torrano@nu.edu.kz, telephone: +7 7172 709 359.*

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent from if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researcher and his / her supervisor and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).