The effect of students' emotional intelligence on teacher-student relationships:

The case of one Nazarbayev Intellectual School in Kazakhstan

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in

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Date:

Ethical Approval

53 Kabanbay Batyr Ave.

010000 Astana,

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November 1, 2019

Dear Anara Makirova,

This letter now confirms that your research project entitled: The effect of students'

emotional intelligence on teacher-student relationships: The case of one Nazarbayev

Intellectual School in Kazakhstan, has been approved by the Graduate School of Education

Ethics Committee of Nazarbayev University, after successfully addressing the

recommended changes made by the reviewer. The proposed study now complies with all of

the requirements of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your

participant recruitment strategy.

Yours sincerely,

Daniel Hernández-Torrano

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Acknowledgements

Abstract

Teacher-student relationships play a significant role in students' personal and learning development and, more specifically, influences the quality of relationships between teachers and students. However, emotional intelligence and teacher-student relationships are still considered to be understudied topics in Kazakhstan. The purpose of this study is to examine the effect of students' level of emotional intelligence on teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan. The research questions that will lead this study are: RQ1: How do students describe their relationship with their teachers? RQ2: What is the level of students' emotional intelligence? RQ3: How do students' gender, language of instruction, and age affect teacher-student relationships and students' emotional intelligence? RQ4: How do students' emotional intelligence influence teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan? To answer these research questions, a quantitative cross-sectional correlational research design was implemented. The participant sample consists of 57 high-school students over 18 years of age. In general, the results of this study suggest that the participants of this study report positive relationships with their teachers, however, older students and those studying in the Kazakh language feel less positive about these relationships. Additionally, findings demonstrate students' gender, language of instruction or age do not have an influence on students' emotional intelligence. Finally, students' level of emotional intelligence influences to what extent their teachers can be satisfied with them. This study contributes to improving teacher-student relationships in Kazakhstan by providing relevant information about the influence of students' gender, age and language of instruction on their level of emotional intelligence and teacher-student relationships.

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Аңдатпа

Мұғалім-оқушы қарым-қатынасы оқушылардың тұлғалық және оқу-тәрбиелік дамуында маңызды рөл атқарады және атап айтқанда, мектеп оқушыларының оқу үлгерімі мен мінез-құлқына оң әсерін тигізеді. Алайда, эмоционалдық интеллект пен мұғалім-оқушы қарым-қатынасы әлі күнге дейін Қазақстанда толық зерттелмеген тақырыптың бірі болып саналады. Бұл зерттеудің мақсаты оқушылардың эмоционалдық интеллект деңгейінің Қазақстандағы Назарбаев Зияткерлік мектептерінің бірінде мұғалім-оқушылық қарым-қатынастарына әсерін зерттеу болып табылады. Бұл зерттеудегі басшылыққа алатын зерттеу сұрақтары: ЗС1: Оқушылар өз мұғалімдерімен қарым-қатынасын қалай сипаттайды? ЗС2: Оқушылардың эмоционалдық интеллект деңгейі қандай? ЗС3: Оқушылардың жынысы, оқыту тілі және жасы мұғалім-оқушы қарым-қатынастары мен оқушылардың эмоционалдық интеллектіне қалай әсер етеді? ЗС4: Қазақстандағы Назарбаев Зияткерлік мектептерінің бірінде оқушылардың эмоционалдық интеллектісі оқушы қарым-қатынасына қалай әсер етеді? Осы зерттеу сұрақтарына жауап беру үшін сандық көлденең корреляциялық зерттеу дизайны қолданылды. Іріктеу тобындағы қатысушының саны 18 жастан асқан 57 жоғары сынып оқушыларынан тұрады. Жалпы алғанда, бұл зерттеудің нәтижелері қатысушылар өз ұстаздарымен жақсы қарым-қатынаста екенін көрсетті, алайда, жасы үлкенірек және қазақ тілінде оқитын оқушылар осы қарым-қатынасқа оншалықты көңілі толмайтынын көрсетті. Сонымен қатар, зерттеу қорытындысы оқушылардың жынысы, оқыту тілі немесе жасы олардың эмоционалдық интеллектісіне әсер етпейтінін көрсетті. Сайып келгенде, оқушылардың эмоционалдық интеллект деңгейі ұстаздарының оқушыларына қаншалықты көңілі толатынына байланысты. Бұл зерттеу оқушылардың жынысы, жасы мен оқыту тілінің олардың эмоционалдық

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интеллект деңгейіне және оқушы-мұғалім қарым-қатынастары туралы қажетті ақпарат беру арқылы Қазақстандағы оқушылардың мұғалім-оқушы қарым-қатынасын жақсартуға үлес қосады.

Абстракт

Отношения между учителем и учеником играют важную роль в личностном и учебном развитии учащихся и, в частности, они оказывают положительное влияние на успеваемость и поведение учащихся в школе. Тем не менее, эмоциональный интеллект и отношения учителя и ученика все еще считаются недостаточно изученными темами в Казахстане. Целью данного исследования является изучение влияния уровня эмоционального интеллекта учащихся на взаимоотношения учителя и ученика в одной Назарбаев Интеллектуальной школе в Казахстане. Вопросы исследования, которые приведут к этому исследованию: ВИ 1: Как студенты описывают свои отношения со своими учителями? ВИ 2: Каков уровень эмоционального интеллекта студентов? ВИ 3: Как пол, язык обучения и возраст ученика влияют на взаимоотношения учителя и ученика и эмоциональный интеллект ученика? ВИ 4: Как эмоциональный интеллект ученика влияет на отношения учителя и ученика в одной Назарбаев Интеллектуальной школе в Казахстане Чтобы ответить на эти вопросы исследования, был реализован количественный дизайн корреляционного исследования. Выборочная группа состоит из 57 учеников старших классов старше 18 лет. В целом, результаты этого исследования показывают, что участники этого исследования сообщают о положительных отношениях со своими учителями, однако старшие ученики и те, кто учится на казахском языке, чувствуют себя менее позитивно в этих отношениях. Кроме того, результаты показывают, что пол ученика, язык обучения или возраст не влияют на его эмоциональный интеллект. Наконец, уровень эмоционального интеллекта учащихся влияет на то, насколько их учителя могут быть ими довольны. Это исследование способствует улучшению отношений между учителем и учеником в Казахстане, предоставляя соответствующую информацию о влиянии пола, возраста и языка обучения

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учащихся на уровень их эмоционального интеллекта и отношения учителя и

ученика.

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Chapter 1: Introduction

Since people by nature are social beings, they are engaged in constant relationships with others. For students, who spend a great deal of their youth in school, those others are mainly their teachers. That is why teacher-student relationships must play a role in the students' personal and learning development (Cornelius-White, 2007; García-Moya, Moreno, & Brooks, 2019; McGrath & Van Bergen, 2015; Wubbels & Brekelmans, 2005). There is consistent evidence in the literature pointing out that teacher-student relationships positively influence students' learning process, academic performance and discipline at school (Capern & Hammond, 2014; Cook, Coco, Zhang, Fiat, Duong, Renshaw, ... & Frank, 2018; Frymier & Houser, 2000; Hamre & Pianta, 2001; Hughes & Cavell, 1999; Roorda, Jak, Zee, Oort, & Koomen, 2017; Thompson, 2018). In order to reach those benefits, the main predictors of high-quality relationships have to be studied since it can inform professional development managers and teachers themselves aiming to promote and foster positive teacher-student relationships.

Emotional intelligence can be considered as one of those predictors of high-quality teacher-student relationships. Being a relatively new concept in the field of psychology, there is already enough evidence provided by educational research suggesting that emotional intelligence is correlated with students' social competence (Clarke, 2010) and leadership skills, particularly "interpersonal skills, influence skills and communication skills" (Batool, 2013, p. 92). In addition, development of emotional skills is the critical unifying factor in school-based efforts to prevent students' destructive behavior and severe social issues, such as "alcohol and drug addiction; violence; premature sexual activity; school disaffection and dropping out" (Elias, 1997, p. 36). Regarding teacher-student relationships, highly developed emotional skills of a student are recognized as "the foundation of positive relationships at school" (Poulou, 2017, p. 72).

In this chapter, I will introduce my Master's thesis' topic and research area, which aims to examine the effect of students' level of emotional intelligence on teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan. In the first section, I will provide information related to the research problem of this study. In the second section, the research purpose statement will be introduced. In the third section, I will present the research questions that guide my research. In the last section, the significance of the study will be explained.

1.1. Research background

The main concepts used in the study are *teacher-student relationships* and *emotional intelligence*, which are discussed below.

Teacher-student relationships can be defined as a form of communication. As Wubbels and Brekelmans (2005) state, any behavior that a person shows in the presence of another is communication. This definition is a part of "systems approach" that distinguishes any form of communication having a content and a relation aspect. A content aspect is expressed in the form of words, while a relation aspect points to the way those words are expressed, for example, with either a smile or a frown. In addition, Wubbels and Brekelmans (2005) define two levels of communication - the message level and the pattern level. The lowest one which is called the message level "consists of one single unit of behavior", while a higher level - the pattern level is formed when "typical relational patterns are evolved" (p. 7). That can happen only if the students' and the teacher's relationships have lasted for some time and both sides have formed a stable basis for reactions. In this study, teacher-student relationships will be defined as an interpersonal perspective between teachers and students (Wubbels & Brekelmans, 2005).

Emotional intelligence is defined by Salovey and Mayer (1990) as "the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions" (p. 189). Petrides and Furnham (as cited in Chirumbolo, Picconi, Morelli, Petrides, 2018) differentiate between ability emotional intelligence and trait emotional intelligence. *Ability emotional intelligence* is defined as "a cognitive-emotional ability assessed via performance-based tests", while *trait emotional intelligence* is perceived as "a personality trait often referred to as emotional self-efficacy and assessed via self-report instruments" (Petrides & Furnham as cited in Chirumbolo et al., 2018, p. 1). This study will be based on the definition of emotional intelligence as trait emotional intelligence. Trait emotional intelligence consists of four different dimensions as emotionality, self-control, sociability, and well-being (Chirumbolo et al., 2018).

1.2. Context background

The first President of Kazakhstan, Nursultan Nazarbayev, in his Strategy "Kazakhstan-2050" claims that "if we want to become a developed and highly-competitive country we have to become a well-educated nation" (Nazarbayev, 2012, p. 21). One of the very first steps to develop national education was establishment of Nazarbayev Intellectual Schools (NIS) that were and still are considered as the main educational platforms to implement the most recent effective approaches to teaching and learning (OECD, 2014). The most talented and gifted students that have undertaken a rigorous selection process can receive a grant to study at these schools («Nazarbayev Intellectual Schools» Autonomous Educational Organisation, n.d.). The most educated and experienced teachers of different ages are selected on a competitive basis to teach those gifted students (AEO NIS, 2013). Apart from local Kazakhstani teachers working at these schools, all NIS schools employ

international staff that are responsible for bringing international methods to teaching and learning as well as sharing their valuable experience with other local colleagues (Shamshidinova, Ayubayeva, & Bridges, 2014). All the facilities are provided for students' effective learning with the last modern equipment being supplied in the science laboratories, libraries and all other classrooms (AEO NIS, 2013). It might be then concluded that in order to cover all those needs, a significant amount of money is spent to sustain NIS schools. As a result, it can lead to high expectations from taxpayers, parents and the management company who anticipate students to have great academic achievements.

However, since NIS schools implement a complex curriculum that is focused on achieving advanced use of three languages by including them as a language for instruction as well as teaching scientific subjects at an advanced level, the whole process of studying becomes challenging for students to deal with (Shamshidinova, et al., 2014). In addition, the whole learning process of gifted students might be triggered by "their negative attitude to the school environment, their low self-motivation, low self-regulation, or low self-efficacy" (Reis & McCoach, 2002, p. 115). On the other hand, a quantitative study conducted on a sample of 178 gifted high school students has found out that positive relationships of gifted students with their teachers might bridge the gap between the students' intellectual abilities and their academic performance at school (McCoach & Siegle, 2003). Besides that, gifted students are likely to have certain issues related to their social well-being that are expressed in their feelings of depression and isolation (Jacobsen, 1999). That is why this study is conducted at one of the Nazarbayev Intellectual Schools (NIS) with the community's high expectations from it and its students having a possibility to experience the same issues as most gifted students do.

1.3. Statement of Problem

When the Soviet Union collapsed and Moscow ceased its centralized funding, Kazakhstan had to deal with the hard times of an economic downturn that consequently resulted in much less money being spent on education (Silova, Johnson, & Heyneman, 2007). Thus, along with the physical deterioration of schools, nonattendance and corruption in the sphere of education, Kazakhstan suffered from a "sharp deterioration in educational quality and in the content and rigor of the curriculum across the region" (p. 171). In response to this situation, the first President of Kazakhstan initiated the establishment of NIS as the first step to enhance national education (OECD, 2014). NIS are also considered to be the main basis to teach students critical thinking, independent learning and a range of soft skills (Shamshidinova, et al., 2014). However, the achievement of these goals might be burdened by the quality of relationships between teachers and students. It should be stated that some teachers working currently at Kazakhstani secondary schools started their professional careers in the Soviet period. Burkhalter and Shegebayev (2012) clarify that "an atmosphere of hostility and negativity" existed in Kazakhstani educational institutes to show students that they had a lower position than teachers (p. 66). However, several studies show us a significant influence of positive teacher-student relationships on students' academic and social development as well as their discipline (Pomeroy, 1999; Rudasill & Rimm-Kaufman, 2009; Thompson, 2018). That is why it is important to identify the main factors influencing the quality of teacher-student relationships in order to meet the demands of educational reforms in the country. When looking at the relationship between the students' level of emotional intelligence and teacher-student relationships, we can see that emotional intelligence plays a key role in forming and sustaining positive relationships at schools (Elias, 1997). In fact, a high level

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of students' emotional skills is claimed to be "the foundation of positive relationships at school" (Poulou, 2017, p. 72).

In this context, examining the connection between students' level of emotional intelligence and their relationships with teachers is important for several reasons. First of all, the few pieces of research dedicated to the influence of students' level of emotional intelligence on their relationships with teachers have been conducted in the sphere of school education and these studies were conducted outside of Kazakhstan. Second, and most importantly, underdeveloped teacher student relationships lead to serious outcomes, such as a low level of academic performance, issues related to the discipline and challenges in the learning process; that is why it is necessary for us to understand what those relationships depend on.

1.4. Statement of Purpose

The purpose of this quantitative study is to examine the relationship between students' level of emotional intelligence and teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan. In that context, the effect of personal factors (e.g., age and gender) and contextual factors (e.g., language of instruction) on the relationship between the students' level of emotional intelligence and teacher-student relationships is to be analyzed in this study as well.

1.5. Research Questions

The study is designed to address the following research questions:
- RQ1: How do students describe their relationship with their teachers?

This question is intended to identify the way students perceive their relationships with teachers.
- RQ2: What is the level of students' emotional intelligence?

This question is intended to identify the level of students' emotional intelligence.

- RQ3: How do students' gender, language of instruction, and age affect teacher-student relationships and students' emotional intelligence?

It may be assumed that students' gender, language of instruction, and age are positively related to the quality of teacher-student relationships and students' level of emotional intelligence.

- RQ4: How does students' emotional intelligence influence teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan?

This question is intended to establish a relationship between students' emotional intelligence and teacher-student relationships. It may be assumed that students' emotional intelligence is positively related to the quality of teacher-student relationships.

1.6. Significance of the Study

This study aims to examine the relationship between students' level of emotional intelligence and teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan. It is very important to know if students' level of emotional intelligence predicts a high quality of teacher-student relationships, since it can then stimulate policymakers to create special educational programs that could be aimed at developing students' level of emotional intelligence. As for the teachers themselves, the knowledge of how important their relationships are for their students can motivate them to make some changes in their teaching process. In addition, the findings of this study can have not immediate but rather long-term benefits for gifted students studying at NIS, since their academic performance might depend on their relationships with teachers. Despite the fact that this study is focused on one school, other schools are likely to benefit from the

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findings of this research study by developing programs aimed to improve emotional

intelligence, which might consequently benefit teacher-student relationships.

   In Chapter 1: Introduction, I outlined the research problem, the background and the

context in which this study takes place, the purpose statement, the research questions, and

the significance of the study. Then, Chapter 2: Literature Review will be presented, where

I will discuss information from the literature related to my research topic. This will be

followed by Chapter 3: Methodology, in which I will explain the research design, research

methods and other information connected with methodology. After that, I will reveal the

research findings in Chapter 4: Data Analysis and Findings. Next, these findings will be

analyzed in Chapter 5: Discussion. At the end, conclusions of the study will be made and

recommendations will be provided in Chapter 6.

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Chapter 2: Literature Review

In this chapter, I will demonstrate my knowledge related to the literature of my thesis. I will introduce the main studies that cover key issues, debates, and concepts related to my research. The purpose of this study is to examine the relationship between students' level of emotional intelligence and teacher-student relationships in one Nazarbayev Intellectual School (NIS) in Kazakhstan. The study is designed to address several research questions. The first question is aimed at finding out how students describe their relationships with their teachers. The second question is aimed at finding out what the level of students' emotional intelligence is. The third question is aimed at finding out how students' gender, language of instruction, and age affect teacher-student relationships and students' level of emotional intelligence. The fourth question is aimed at finding out how students' emotional intelligence influences teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan.

Several studies have investigated multiple factors that influence teacher-student relationships and students' level of emotional intelligence. In my research, I have made a decision to focus on three factors having influence on teacher-student relationships and students' level of emotional intelligence, those being students' gender, age, and language of instruction. This choice is justified by two reasons. First, in the literature, more authors agreed that students' gender and age are the most influential factors for teacher-student relationships and students' level of emotional intelligence. Second, the Kazakhstani context is characterized by having two official languages of instruction at schools. This makes it essential to investigate its effect on teacher-student relationships and students' level of emotional intelligence.

In the first section of my literature review, I will describe the main theories used to define teacher-student relationships. The possible ways to build positive teacher-student

relationships and its benefits as well as the threats of the negative ones will be presented in this section. In addition, I will outline the effect of students' gender, age, and language of instruction on teacher-student relationships. The second section will be related to emotional intelligence and how it is affected by students' gender, age, and language of instruction. The third section is devoted to the influence of students' emotional intelligence on teacher-student relationships.

2.1. Teacher-student relationships

This section will first introduce the concept of teacher-student relationships by exploring in detail the theories that are related to it. Then, the studies focused on how positive teacher-student relationships are built will be analyzed. Following that, the effect of teacher-student relationships on students' learning process, academic achievements and discipline at school will be demonstrated. Finally, the effect of students' gender, age, and language of instruction on teacher-student relationships will be provided.

2.1.1. Conceptualizing student-teacher relationships

Hughes and Cavell (1999) suggest three theories to be used to research teacher-student relationships. Firstly, *attachment theory* claims that teacher-student relationships, which are characterized by a high level of closeness and a low level of conflict, allow children to feel emotionally secure (Roorda et al., 2017). More specifically, the attachment theory proposes that emotional security creates all the conditions for students to explore their learning environment and better engage with classroom activities that consequently lead to better academic results (Roorda et al., 2017). Another attachment theorist, Bretherton (1985), states that trusting and caring relationships with teachers promote students' active exploration of the environment, and socially competent interactions with others. Thus,

according to the attachment theory, positive teacher-student relationships provide students with a sense of security as well as emotional connection to the learning environment.

Secondly, *cognitive and motivational theories* applied by Connell and Wellborn (as cited in Hughes and Cavell, 1999) suggest that if students feel positive emotions towards their teachers, consequently they will have the same attitude to their school and as a result higher motivation to learn. If teachers care about their students, provide them with clear instructions and give them an opportunity to choose, the students' basic psychological needs that are highly essential for any student's engagement in learning, will be fulfilled (Connell & Wellborn, 1991; Roorda et al., 2017).

Finally, Bronfenbrenner (as cited in Hughes and Cavell, 1999) proposed the *socio-ecological theory* that indicates the child's adaptation to school, being dependent on his classmates' perceptions of this child, is in turn is affected by this child's relationships with his teacher. That is why, according to socio-ecological theory, the students who tend to behave aggressively are likely to have relationships with their teachers that are characterized by a high level of control and a low level of warmth and care (Hughes & Cavell, 1999).

2.1.2. How to build positive teacher-student relationships

Prior to the analysis of the factors influencing the quality of teacher-student relationships, we need to accept the fact that relationships are a dyadic process. According to developmental psychologists, relationships are a dyadic process, since at least "two individuals engage in reciprocal interactions" (Cook et al., 2018, p. 227). That means the quality of teacher-student relationships will reflect the characteristics of the teacher and the child as well as their previous interactions (Hughes & Cavell, 1999).

2.1.2.1. Teachers' factors

There are several ways suggested in the literature on how it is possible to build positive teacher-student relationships. Firstly, it has been shown by several studies that respect is the main component of positive relationships in the school environment as well (e.g., Pomeroy, 1999; Thompson, 2018). Fundamental to preserve respectful relationships is listening (Covey, 2020; Pomeroy, 1999); that is why teachers should spend their time talking with their students and listening to them. Secondly, teachers and students should build immediacy in their relationships, which comprises certain verbal and non-verbal behaviors, both of which influence in a significant way the students' motivation to learn (Frymier & Houser, 2000). In regards to verbal immediacy, teachers are advised to call their students by names, take into account their opinions, and simply ask them about their lives. In terms of creating nonverbal immediacy, teachers should establish eye contact with their students, smile at them and adapt their intonation to the specific classroom situation (Frymier & Houser, 2000). A friendly attitude and a sense of humor might be also related to the ideas mentioned above, since teachers possessing them are able to build and foster positive relationships with their students (Pomeroy, 1999). This means that such slight efforts made by a teacher can contribute a lot to the quality of relationships between that teacher and his students. In addition, the way teachers organize and conduct their lessons play a role in establishing positive relationships with their students. In this regard, teachers should be able to educate their students in an engaging and efficient ways (Nieto, 1994; Woods, 1990). In this case, students might feel more motivated to study and attend the lesson of that specific teacher.

All those factors mentioned could be seen in the results of a qualitative research conducted in South Australia between 1997 and 2005 by Johnson (2008). The study was based on the interviews of 130 randomly selected students who reflected on the specific

features that characterized the teachers who promoted students' willingness to study. The researcher found that being interested in students' lives, being a supportive person and a good teacher were the main factors that led to the students being supported in their learning process and positive relationships being eventually built up.

In general, this suggests teachers who respect their students, build immediacy in their relationships and teach in an interesting way are able to establish and foster positive relationships with their students.

2.1.2.2. Students' factors

On the other hand, there are some students' characteristics that can contribute to the development of teacher-student relationships. Several studies have discovered that students showing good behavior are more likely to get engaged with positive teacher-student relationships (Fisher, Reynolds, & Sheehanm, 2016; Hughes & Cavell, 1999; Rudasill & Rimm-Kaufman, 2009). Having conducted a quantitative study in the Southeastern United States with a sample of 418 fifth graders and 54 teachers, Fisher, Reynolds, and Sheehan (2016) revealed that "the developmental strengths of adaptability, social skills, and study skills are linked to the development of positive relationships for all children" (p. 105). The researchers concluded that students who adjust well to classroom routines, complete assignments on time, follow directions and socialize effectively are more likely to get involved in positive teacher-student relationships.

Regarding more personal child attributes, such as temperament, Rudasill and Rimm-Kaufman (2009) conducted a quantitative study "Teacher–child relationship quality: The roles of child temperament and teacher–child interactions" with 413 girls and 406 boys. According to their results, the students with higher levels of shyness are likely to have fewer conflicts in their relationships with teachers. However, a high level of shyness is also correlated with less close teacher-student relationships and can put them into the

risk of having less positive teacher-student relationships. Another aspect of students' temperament found in this study to be correlated with teacher-student relationships is effortful control. The researchers provided evidence for the finding that "lower levels of effortful control predicted teacher–child conflict, and higher levels predicted teacher–child closeness" (p. 116). That means that such aspects as students' temperament, shyness and effortful control are related to the quality of teacher-student relationships.

However, the quality of teacher-student relationships might depend on some other factors that are not related to teachers and student characteristics. First, less advantaged economical and racial background of students can weaken their relationships with teachers by influencing their engagement in the classroom and overall academic performance (Cook et al., 2018). Second, the amount of funding the school receives and consequently the conditions teachers work in can contribute to the quality of teacher-student relationships (Murray & Malmgren, 2005). In the study "Implementing a teacher–student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned" conducted by Murray and Malmgren, it was found out that a number of schools suffer from a lack of sufficient resources that makes the teachers working in such conditions to struggle to "manage basic routines" (p. 141). As a result, these teachers, having to cope with their hopelessness, do not have enough time, energy and resources to build and sustain positive teacher-student relationships. This evidence shows us that the social economic background of students and the school itself can influence the quality of teacher-student relationships.

Overall, not only teachers but students as well can have an impact on the nature of teacher-student relationships. Another factor that could be decisive is the amount of resources the school is supplied with that can make teachers either feel job satisfaction or

suffer from insufficient resources. Finally, the level of support from administration influences the quality of teacher-student relationships (Murray & Malmgren, 2005).

2.1.3. Benefits of positive student-teacher relationships

It is well-documented in the literature that teacher-student relationships positively affect the students' outcomes. Pomeroy (1999) in his research "The teacher-student relationship in secondary school: Insights from excluded students," claims that interactions established between teachers and students are more important for students than the methods and approaches their teachers use for subject teaching. A similar finding is given by Garner (as cited in Pomeroy, 1999) who claims that teacher-student relationships are more influential for students' educational experience (particularly for boys) than the curriculum itself. According to Birch and Ladd (1997), those students who had more supportive relationships in kindergarten with their teachers possessed better working habits and fewer problems later in their school life (p. 108). There is evidence that positive relationships with others including teachers can "buffer and repair areas of the brain from traumatic experience" (Cook et al., 2018, p. 227). That is why the students' learning process, their academic achievements as well as their discipline at school are considered in the following review as the main areas that are significantly affected by teacher-student relationships.

2.1.3.1. Benefits of positive student-teacher relationships on the students' learning process

Firstly, positive teacher-student relationships are a key element of a warm classroom atmosphere that is necessary to promote students' learning. Frymier and Houser (2000), claim that supporting relationships between teachers and students are required to establish a comfortable atmosphere to learn. Moreover, those authors add that basic levels

of learning, such as remembering and understanding, do not demand well developed relationships between teachers and students, while higher levels of thinking, like analysis, synthesis and evaluation, cannot develop fully without positive teacher-student interactions (Frymier & Houser, 2000, p. 217). That means if teachers try to develop their relationships with students, they in turn will develop their thinking skills and eagerness to learn.

In addition, there is significant evidence in the literature that demonstrates a considerable influence of teacher-student relationships on students' motivation to learn (Cook et al., 2018; Frymier & Houser, 2000; Hamre & Pianta, 2001). Lynch and Cicchetti (1992) conducted research in which they studied a sample of 115 maltreated and 100 non-maltreated children. These two groups of children represented families of similar demographic variables (welfare status, household income, a number of adults at home, and a number of children at home, presence of an adult partner and home, and marital status). As a result, they found out that those children, who had negative experiences with their parents, are more likely to seek psychological closeness and support from another adult. In other words, these maltreated children expressed a greater desire to be closer to their teachers than their non-maltreated counterparts in order to compensate for not having close relationships with their mothers. That comes to another conclusion made by Lynch and Cicchetti (1992), who stated that supportive teacher-student relationships might help maltreated children become more engaged in school and thus more motivated to learn.

Another benefit of positive teacher-student relationships is connected with students' cognitive learning. If students have a positive attitude to their teacher it facilitates their affective learning which in turn develops their cognitive learning (Frymier & Houser, 2000; Plax & Kearney, 1992). That is why, if teachers want their students to perceive the information received in a classroom in an effective way and later efficiently apply that

knowledge, they have to take into account affective learning, which is here positive teacher-student relationships.

Thus, teacher-student relationships develop students' thinking skills, motivation to study and cognitive learning.

2.1.3.2. Benefits of positive student-teacher relationships on the students' academic achievements

The findings of multiple studies suggest that supportive teacher-student relationships can positively influence the students' academic performance at school (Capern & Hammond, 2014; Cook et al., 2018; Hamre & Pianta, 2001; Hughes & Cavell, 1999; Roorda et al., 2017; Thompson, 2018). In fact, the students who have more supportive and close relationships with their teachers are likely to attain better educational results in comparison with those students whose relationships are high in conflicts. Some researchers explain that tendency by the fact that positive teacher-student relationships boost a child's academic motivation that in turn leads to better student achievements (Hughes & Cavell, 1999). Others claim that students' engagement is the main reason why teacher-student relationships are positively correlated with students' academic performance (Roorda et al., 2017). That strong effect of teacher-student relationships on students' academic achievements can be seen in a meta-analysis conducted by Hattie in 2009 (as cited in Capern & Hammond, 2014). According to that analysis of 229 studies, teacher-student relationships indicated an effect size of 0.72 on student academic performance being "11th out of 138 possible influences on student achievement" (p. 47). That means improvements in the quality of teacher-student relationships can lead to better academic results at school.

2.1.3.3. Benefits of positive student-teacher relationships on the students' discipline at school

It is well established in the literature that there is a strong link between teacher-student relationships and students' discipline at school (Cook et al., 2018; Hughes & Cavell, 1999; Poulou, 2017; Silver, Measelle, Armstrong, & Essex, 2005; Thompson, 2018). Previous research on this area suggests that students having positive relationships with their teachers are more likely to comply with the school's rules and requirements. The study conducted by Connell and Wellborn in 1991 with a sample of children who had the most and least positive teacher-student relationships in a kindergarten provides additional support to this hypothesis (as cited in Hughes & Cavell, 1999). According to that research, the students whose relationships with their tutors in kindergarten were characterized by a lot of conflicts subsequently had behavioral problems in their primary school. Thus, the teachers intending to solve the issues of students' misbehavior might be mistaken in choosing too harsh of methods of teaching, since better result can be achieved by establishing caring and supportive relationships with students.

In addition, other studies (e.g., Cook et al., 2018; Hughes & Cavell, 1999; Poulou, 2017) emphasize the significant effect of positive teacher-student relationships on students who are at the risk of maladjustment. According to the research conducted by Cook et al. (2018), teacher-student relationships are positively related with improvements in students' disruptive and off-task behavior.

Overall, teacher-student relationships are of high importance since they can benefit students' learning process, academic achievements and discipline at school by creating a comfortable atmosphere to learn and thus boosting students' motivation to study.

2.1.4. The threats of negative student-teacher relationships

There is widespread agreement that "negative teacher-student relationships reduce students' engagement and motivation to learn that later leads to their underachievement (Cook et al., 2018; Thompson, 2018). In cases when the learning process seems too challenging and boring for students, those ones who have negative relationships with their teachers will find it more difficult to stay focused on the academic work (Cook et al., 2018). That means students' academic performance will suffer due to negative relationships they have with their teachers.

Apart from academic achievements, the students' behavior at school will deteriorate as a result of negative teacher-student relationships (Birch, & Ladd, 1997; Hamre & Pianta, 2001). In the study conducted by Birch and Ladd (1997), negative teacher-student relationships were likely to cause a drop in students' prosocial behaviour that is associated with the peers' aggressive behaviour towards that certain child. This suggests that hostile teacher-student relationships can cause relationships between students of the same quality.

Overall, it should be admitted that conflicts in a classroom are impossible to be avoided; however, they need attention in order to avoid the learning issues as low engagement and misbehaviour.

2.1.5. Factors influencing teacher-student relationships

Since teacher-student relationships are so important for any child's development, it is crucial to understand what factors influence the way successful relationships are constructed. Such child characteristics as age, gender and language of instruction are analyzed in this literature review further.

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2.1.5.1. Gender as a factor influencing teacher-student relationships

The extant literature suggests that gender influences students' behaviour at school as well as teacher's perceptions of them, which in turn contribute to define teacher-student relationships (Frymier & Houser, 2000; Hamre & Pianta, 2001; Rudasill & Rimm-Kaufman, 2009). There is considerable agreement that boys tend to report worse teacher-student relationships that girls since they tend to be more aggressive and behave in more externalizing ways that girls (Frymier & Houser, 2000; Hamre & Pianta, 2001; Rudasill & Rimm-Kaufman, 2009). As a result, teachers are likely to have more negative relationships with them since they might consider such behavior as a main deterrent from the whole group's successful learning. The teachers then might behave in a strict way with those boys, consequently worsening their relationships with them.

In addition, in the study "Early teacher–child relationships and the trajectory of children's school outcomes through eighth grade" conducted by Hamre and Pianta (2001), the researchers found out that gender differences can be seen in the way students benefit from those teacher-student relationships. If boys had less conflicts and dependency in their relationships with kindergarten teachers, eventually they "had better long-term outcomes", while girls with more supportive relationships in kindergarten "had fewer behavioral difficulties" in their future (Hamre & Pianta, 2001, p. 636).

Overall, the previous studies show the effect of gender on teacher-student relationships; however, these results have been inconsistent. That is why the question of gender impact on teacher-student relationships needs deeper investigation.

2.1.5.2. Age as a factor influencing teacher-student relationships

There is evidence in the literature that suggests teacher-student relationships to be more important for older students than for the younger ones (Hamre & Pianta, 2001; Roorda et al., 2017). The researchers explain this situation by suggesting that older

students have naturally lower engagement with their learning as they grow older. That is why older students are in need of positive relationships with their teachers to minimize their risks of failure due to a low level of engagement. For this reason, teachers are advised to care about their relationships with students, even if they get older and might not explicitly show that they need support from their teachers.

2.1.5.3. Language of instruction as a factor influencing teacher-student relationships

Previous studies have not examined the effect of students' background on their relationships with teachers; however, there are several studies that have explored teacher-student relationships based on other student related socio-cultural features, such as ethnicity and culture.

The findings of some studies suggest that culture seems to play an important role defining teacher-student relationships. (Alder, 2002; Suldo, Friedrich, White, Farmer, Minch, & Michalowski, 2009). It could be explained by the fact that different cultures are regulated by different social regulations (García-Moya, Moreno, & Brooks, 2019). For example, in a qualitative study of twenty secondary school teachers' perspectives, it was found out that teachers working in Mediterranean countries like Spain tend to have closer relationships with their students while teachers working in Northern countries like England are less close with their students since they are aware of the risk that such close relationships could be misunderstood and considered as unprofessional practice (García-Moya et al., 2019). That is why people representing different cultures are likely to define what careful and close relationships are in different ways. In this study, similar findings might be expected for the effect of language on teacher-student relationships, since a person speaking a certain language is mostly embedded in the culture of that language and represents the same ethnicity.

2.1.6. Summary

In this section, I have discussed the main concepts and studies related to teacher-student relationships. Researchers have agreed that positive teacher-student relationships are beneficial for students' overall process, academic performance and discipline. However, in order to build such types of relationships, teachers and students as well have to make an effort. Particularly, teachers should show respect towards their students, support them in their learning and demonstrate a high knowledge of their subject. As for students themselves, they can contribute to the development of teacher-student relationships by showing good behavior and studying hard. In addition, this section has provided a review of the studies related to the effect of students' gender, age and language of instruction on teacher-student relationships. Several researchers have found that teachers' relationships with boys are characterized with more conflicts, rather than with girls. Moreover, the authors agreed that the older students get the more distant their relationships with teachers are. In addition, based on several studies, students' socio-cultural background can influence the quality of teacher-student relationships.

2.2. Emotional Intelligence

This section will first explore the effect of emotional intelligence on students' learning processes and further employment prospects. Then, the studies focused on the effect of students' gender, age, and language of instruction on students' level of emotional intelligence will be reviewed.

2.2.1. The benefits of emotional intelligence

According to Pellitteri, Dealy, Fasano, and Kugler (2006), a high level of students' emotional intelligence correlates with their high academic achievements, since students' feelings and emotions influence their behavior, cognition and motivation to learn. The

studies conducted by Reiff, Hatzes, Bramel and Gibbon (2001) also suggest that failures in

emotional processes often explain some academic issues that students face.

Not only does emotional intelligence benefit students' learning process, it also

helps develop students' skills that are later required by their employers. According to

Engine (2017) those students who have a high level of emotional intelligence are better at

dealing with pressure and problem solving, while Cotler, DiTursi, Yates and DelBesco

(2017) claim high productivity at work, leadership skills and an ability to earn a lot

characterize students advanced at emotional intelligence. That means a high level of

emotional intelligence is likely to correlate with students' successful academic

performance as well as prominent results in a work place.

2.2.2. Factors influencing emotional intelligence

The literature shows the crucial role emotional intelligence plays in school success

for students, thus the factors influencing its contribution have to be explored. Such issues

as a child's age, gender and language of instruction are analyzed in this literature review

further.

2.2.2.1. Gender

Contradictory results are revealed in the literature on the effect of gender on

emotional intelligence. First, there are some studies that have found the connection

between gender and trait emotional intelligence. In a study conducted with 260

participants, of whom 175 were female and 85 male, the researchers concluded that males'

level of trait emotional intelligence exceeded that of females (Petrides & Furnham, 2000).

A similar result was realized after a two-year longitudinal study conducted by Gomez-

Baya, Mendoza, Paino, and Gaspar de Matos (2017) who established that girls have a

lower perceived level of emotional intelligence. However, a study conducted by Komlosi

(2014) analyzed 725 questionnaires and found that female participants had higher levels of emotionality, while men were characterized by a higher level of self-control. On the other hand, no effect of gender on emotional intelligence was found in the study by Siegling, Furham, and Petrides (2015) whose results "indicated a lack of consistent gender differences" in trait emotional intelligence (p. 64). Another study that showed no significant difference in trait emotional intelligence between male and female participants was conducted in South India with 115 participants (Raghavendra & Senthil, 2017).

2.2.2.2. Age

The effect of age on emotional intelligence is still questioned in the literature as the findings for this element can vary. The study conducted by Chapman and Hayslip (2006) concluded that trait emotional intelligence is stable across time. Likewise, Fallahzadeh (2011) found no correlation between trait emotional intelligence and age. However, the study of Palmer, Manocha, Gignac and Stough (2003) with a sample of 377 participants claims that there is a positive correlation between age and trait emotional intelligence, which means a possibility to improve emotional intelligence over time.

2.2.2.3. Language of instruction

Previous studies have not examined the effect of students' language of instruction on their level of emotional intelligence; however, there are several studies that have explored emotional intelligence based on students' skills in foreign language. For example, a quantitative study conducted by Oz, Demirezen, and Pourfeiz (2015) with a sample of 159 students, identified that students having English as their foreign language of instruction demonstrated a high level of emotional intelligence. In addition, a study conducted with 330 Iranian students came to the conclusion that there is a significant relationship between students' emotional intelligence and their achievement in language

learning (Zarezadeh, 2013). In this study, similar findings might be expected for the effect of language of instruction on students' emotional intelligence, since a person using a certain language of instruction must be good at it.

2.2.3. Summary

In this section, I have discussed the effect of students' emotional intelligence on their learning process and employment prospects. Following that, the studies related to the effect of students' gender, age, and language of instruction on students' level of emotional intelligence were reviewed. The researchers have not agreed on the effect of students' gender and age on emotional intelligence. However, students' language skills can influence their level of emotional intelligence.

2.3. The relationship between emotional intelligence and teacher-student relationships

In terms of the role of emotional intelligence in teacher-student relationships, there is evidence in the literature gained both from correlational and longitudinal research saying that emotional intelligence and teacher-student relationships are positively connected with each other (Hamre & Pianta, 2001; Murray & Malmgren, 2005). In fact, social-emotional skills are claimed to be "the foundation of positive relationships at school" (Poulou, 2017, p. 72).

The same finding applies to teachers as well, whose perceived level of emotional intelligence is related to their perception of closeness to students (Poulou, 2017), The researcher claimed that the higher the teachers' perceived score of emotional intelligence, the more positive relationships those teachers have with their students.

On the other hand, there is evidence on the positive effect of teacher-student relationships on emotional intelligence of students (Capern & Hammond, 2014; Hamre & Pianta, 2001; Murray & Malmgren, 2005). In the study "A closer look at teacher–child

relationships and classroom emotional context in preschool" conducted by Lippard, La Paro, Rouse, and Crosby (2017) it was found that positive teacher-student relationships contribute considerably to a student's emotional development. Similarly, Hamre and Pianta (2001) came to the conclusion of the student's emotional regulation as well as social adjustment being dependent on teacher-student relationships. The research seems to solidify the idea that positive teacher-student relationships are essential for successful emotional development of students.

2.4. Conclusion

The aim of this literature review was to present readers with the main concepts and studies related to teacher-student relationships and emotional intelligence. The chapter began with investigating the main theories on teacher-student relationships and the possible ways to make them more supportive and productive. Then, the main benefits of teacher-student relationships were explored with possible consequences of negative teacher-student relationships being discussed. It has been found out that teacher-student relationships positively affect the students' academic performance, learning processes, as well as their level of discipline at school. After that, I have discussed the main factors influencing the quality of teacher-student relationships, those being as gender, age, and language of instruction. As many research studies describe, gender differences can be seen in the quality of teacher-student relationships while the evidence related to age shows students of any school stage are in need of supportive relationships with their teachers . In terms of students' language of instruction, it was found out that socio-cultural background of students influences the quality of their relationships with teachers. After that, the studies related to emotional intelligence have been presented. Particularly, the effect of students' gender, age, and language of instruction on students' level of emotional intelligence has

been discussed. The findings on the effect of students' gender and age on emotional

intelligence are inconsistent. However, students' language skills can have an effect on their

level of emotional intelligence. Finally, the relationship between teacher-student

relationships and emotional intelligence has been reviewed.

Chapter 3: Methodology

The previous chapter was devoted to a substantial review of previous research done on the link between emotional intelligence and teacher-student relationships. In this chapter, the methodology of my research will be presented. The purpose of this study is to examine the effect of students' level of emotional intelligence on teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan. The research is designed to answer to a number of research questions. The first question is aimed at finding out how students describe their relationships with their teachers. The second question investigates what the level of students' emotional intelligence is. The third question probes how students' gender, language of instruction, and age affect teacher-student relationships and students' level of emotional intelligence. The fourth question seeks to discover how students' emotional intelligence influences teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan.

In the first section, I will discuss the research design I used for conducting this study. In the second section, I will present procedures of my research. In the third section, I will present the sample and sampling procedures applied in my research. In the fourth and fifth sections, I will discuss the research methods used to collect and analyze data for this study. In the sixth section, the ethical considerations of this study will be outlined.

3.1. Research Design

In this section, I will justify the research design approach that I used to conduct my study. Following by that, I will discuss the research design strategies that I applied.

3.1.1. Research approach

In this study I will follow a post-positivist paradigm which, according to Muijs (2011), defines researchers as not being able to consider themselves as "totally objective and disinterested outsiders" (p. 5). Researchers have to admit being a part of the reality, which in turn means that their subjectivity might influence the research findings (Muijs, 2011). However, they have to do their best in order to minimize that influence. Thus, a quantitative research design within a post-positivist paradigm was chosen to answer the main research questions of this study.

3.1.2. Research design

According to Creswell (2012), to examine the relationships between variables, a quantitative research design is more appropriate than a qualitative research approach. Since the purpose of this study is to examine the effect of students' emotional intelligence on teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan, a quantitative non-experimental correlational design will be used. Using this particular design allowed me to see the extent to which changes in students' level of emotional intelligence affect changes in teacher-student relationships (Creswell, 2012, p. 340). Moreover, this research design is deemed appropriate for analyzing the effect of personal and contextual factors on the relationship between students' emotional intelligence and teacher-student relationships (Muijs, 2011).

3.2. Participants

In this section, the sampling process of my research will be demonstrated. The population of the study is the students of one Nazarbayev Intellectual School in Kazakhstan. In total, 57 high-school students over 18 years of age were selected in this research using non-probabilistic maximal variation sampling procedures. Maximum

variation sampling is considered to be "a purposeful sampling strategy in which the researcher samples cases or individuals who differ on some characteristic" (Creswell, 2012, p. 623). Having a participant sampling with varying background characteristics is necessary in this study because the researcher is interested in examining the effect of students' gender, age and language of instruction on teacher-student relationships and students' level of emotional intelligence. In this study, participants were selected so that there was a diversity across participants' genders, age (18, 19), and languages of instruction (Russian and Kazakh).

Based on these sampling procedures, a total of 57 students participated in this study. The gender representation of the participants was almost equal (27 boys, 30 girls). The most participants were 18 years old (80.7%), the second group included the students of 19 years old (17.5%), and only 1 student of 20 years old participated in this study (1.8%). Among all the participants, 68% were students with Kazakh language of instruction, 30% with Russian language of instruction, and only 1 student studying in three languages.

The research took place at one Nazarbayev Intellectual School (NIS) in Kazakhstan. NIS schools are considered specialized schools for gifted students and aim to helping students achieve an advanced use of three languages, as well as a deep knowledge of Science, Mathematics and ICT. NIS teachers are encouraged to implement innovative teaching approaches and diverse assessment procedures (Shamshidinova, Ayubayeva, & Bridges, 2014). Those circumstances might lead to teachers having higher expectations from their students and being much more demanding in comparison to teachers of mainstream schools. Thus, this provides an interesting context in which to explore students' emotional intelligence and its relationship with the quality of teacher-student relationships.

3.3. Research Methods

Two survey questionnaires were used as main data collection tools in this study to obtain numerical data about the key variables in the study: students' level of emotional intelligence and teacher-student relationships (Creswell, 2012).

First, the Trait Emotional Intelligence Questionnaire – Adolescent Short Form (TEIQue-SF) was used to measure students' level of emotional intelligence. The questionnaire comprises 30 statements in which students are asked to express their level of agreement towards a given statement in a 7-point Liker scale ranging from strongly agree (1) to strongly disagree (7) (Petrides, 2009).

The Teacher-Student Interaction Form (QTI) was used to examine student-teacher relationships. The QTI is a self-reporting questionnaire that consists of 48 statements in which the students are asked to express their level of agreement towards the given statements in a 5-point Likert scale ranging from never (0) to always (4) (Wubbels & Levy, 1991). In addition to that, the participants were asked to provide information about their background characteristics, including their gender, age, and school medium of instruction. The instruments are provided in Appendix 1.

3.4. Procedures

As soon as I received approval from the Graduate School of Education Ethical Review Committee to conduct the research, I have contacted the principal of the research site by sending him a letter describing the purpose of the research, procedures, and possible benefits and risks. That letter was aimed to ask for permission to conduct the quantitative study at the site. When approval was granted, the researcher attended a school meeting that was conducted every week with high-school students to introduce the students to the

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research, its purpose, procedures, potential risks and benefits. The researcher invited the students to participate in the study on a voluntary basis with confidentiality and anonymity guaranteed and with the possibility to withdraw from it at any stage. At the next school meeting, the researcher kindly requested the students who were interested in the study and were willing to take part in it to read the informed consent form and ask any questions they might have had about their involvement. After that, the researcher requested participants to sign the informed consent form and complete the two questionnaires on the site. The entire procedure lasted for approximately 40 minutes. Finally, the quantitative data received through two questionnaires was analyzed with the help of a common statistical data-analysis software package, SPSS, to answer the research questions.

3.5. Data Analysis Approach

The data of the tests were analyzed using statistical program SPSS, which, according to Muijs (2011), "is probably the most common statistical data-analysis software package used in educational research" (p. 73). Firstly, the available data was coded in the computer program. Then, the reliability analysis was conducted in order to define some gaps, either in the process of filling in the answers or coding the data. Descriptive statistics was used to provide an overall picture about participants' levels of emotional intelligence and the quality of their relationships with teachers. In the next step, I used inferential analysis by applying independent samples t-test to compare the mean score on some continuous variables for two different groups of participants. To be more specific, I used this analysis to compare how teacher-student relationships and emotional intelligence separately vary according to students' gender, age and language of instruction. Then, I applied correlational analysis and interpreted Pearson product-moment correlation coefficients to get understanding on the relationship between students' age, gender,

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language of instruction, and teacher-student relationships and emotional intelligence separately. At the very end, multiple linear regressions were conducted to predict the effect of students' level of emotional intelligence on teacher-student relationships.

3.6. Ethical Considerations

In this section, I will demonstrate how I worked through the ethical approval process. First, I filled out the form for the NUGSE ethical approval process and provided information on my research that included the purpose, research questions, description of research design and methods, anonymity and confidentiality procedures, risks and benefits of my research. After I submitted the form, the research was approved by the committee with only minor changes. Following that, I was allowed to start my data collection process. Then, I got the principal's permission to conduct my study at the chosen school.

This study followed precisely ethical norms and principles of studies that do not pose more than minimal risk on participants, who were all 18-years old or older. Firstly, the identities of participants were not revealed due to the fact that the questionnaires were taken anonymously. No personal information that could acknowledge participants' identity, such as name, email address, was collected. Before answering the questionnaires, the students were given the informed consent form with the important information related to this study. The participants were also informed that they had a right to skip any questions they feel uncomfortable with or to withdraw at any moment without repercussions. I put a consent form on the surveys and sent the links via email anonymous to the students. All the data was saved on a researcher's password-protected personal computer and shared only with a supervisor. After completing the findings' analysis part, all the data in the computer was deleted.

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The purpose of this chapter was to demonstrate the methodology of my research study. Overall, I used a quantitative correlational design with maximum variation sampling to address the research questions of this study.

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Chapter 4: Data Analysis and Findings

In this chapter, I will demonstrate the findings of the study. The purpose of this study was to examine the relationship between students' level of emotional intelligence and teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan. In that context, the effect of personal factors (e.g., age and gender) and contextual factors (e.g., language of instruction) on the students' level of emotional intelligence and teacher-student relationships was analyzed in this study as well. There were four research questions aimed to answer in this study.

- RQ1: How do students describe their relationship with their teachers?

- RQ2: What is the level of students' emotional intelligence?

- RQ3: How do students' gender, language of instruction, and age affect teacher-student relationships and students' emotional intelligence?

- RQ4: How does students' emotional intelligence influence teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan?

To answer these research questions, a quantitative cross-sectional correlational research design was used. Before conducting this analysis, the data for analyses was coded and input to the SPSS program. Next, the database was cleaned for errors and total scores for the items concerning students' level of emotional intelligence and finally teacher-student relationships' dimensions were computed.

In the first section, I will demonstrate information on a descriptive and inferential analysis related to teacher-student relationships. After that, descriptive and inferential analysis related to the students' level of emotional intelligence will be outlined. In the third section, the results of correlational analysis for teacher-student relationships, students' level of emotional intelligence, their gender, age, and language of instruction will be given to compare the relationship between these variables. After that, I will demonstrate

regression analysis. Finally, a summary of the findings based on the results of the analysis will be presented.

4.1. Teacher-student relationships

In this part, I will introduce a descriptive analysis of the data related to teacher-student relationships. In addition to that, the descriptive analysis of teacher-student relationships will be organized by students' gender, age, and language of instruction.

4.1.1. Descriptive analysis

In this section, a descriptive analysis of eight dimensions of teacher-student relationships will be demonstrated. Table 1 includes the numbers of participants, means and standard deviations on the students' perceived qualities of teacher-student relationships. Results showed that, overall, the students perceive their teachers in a positive way since all means for positive attributes are higher than means for negative attributes. More specifically, results showed that students rated their teachers' quality of understanding (M = 25.93, SD = 4.08) higher than any others, but they gave the lowest ratings to their teachers being uncertain (M = 13.59, SD = 5.34) and dissatisfied of their learning (M = 13.29, SD = 4.84). Overall, this means that the participants of this study feel that their teachers understand them. In addition, the nominated students perceive their teachers being satisfied with their learning and behaving in a certain way.

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Table 1. *Descriptive Statistics for Teacher-Student Relationships*

	n	*M*	*SD*
Understanding	57	25.92	4.08
Leadership	57	25.12	4.66
Helpful	57	24.49	4.50
Student Freedom	57	22.03	4.38
Strict	57	17.14	3.65
Admonishing	57	15.19	3.35
Uncertain	57	13.59	5.34
Dissatisfied	57	13.29	4.84

Table 2 presents the means and standard deviations on teacher-student relationships divided by gender. Results indicated that there is not difference in the way both females and males perceive their teachers' qualities as being helpful, strict and dissatisfied with their learning. However, male students ($M = 26.18$, $SD = 3.76$) perceive slightly higher than females ($M = 25.70$, $SD = 4.41$) the quality of Understanding in their relationships with teachers. The same trend can be observed for such qualities as Leadership, Student Freedom, Admonishing and Uncertain, with male students rating these dimensions slightly higher than their female counterparts. Overall, there is no considerable difference in the means for both genders' perception of teacher-student relationships.

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Table 2. *Descriptive Statistics for Teacher-Student Relationships by Gender*

	n	*M*	*SD*
Understanding			
Male	27	26.18	3.76
Female	30	25.70	4.41
Leadership			
Male	27	25.92	3.65
Female	30	24.40	5.36
Helpful			
Male	27	24.81	4.23
Female	30	24.20	4.78
Student Freedom			
Male	27	22.44	3.46
Female	30	21.66	5.10
Strict			
Male	27	17.29	3.72
Female	30	17.00	3.63
Admonishing			
Male	27	15.77	3.53
Female	30	14.66	3.14
Uncertain			
Male	27	14.55	5.22
Female	30	12.73	5.38
Dissatisfied			
Male	27	13.62	4.61
Female	30	13.00	5.09

Table 3 includes the means and standard deviations on teacher-student relationships broken up by language of instruction. The analysis demonstrated that Russian language students perceive their relationships with teachers in a more positive way than students studying in the Kazakh language. According to the results, Russian language students ($M = 27.52$, $SD = 2.50$) rated their teachers' quality of Understanding higher than Kazakh

language students ($M = 25.20$, $SD = 4.50$). The same trend can be observed for the qualities of Leadership and Helpful. Regarding the dimension of Leadership, Russian language students' mean score ($M = 26.70$, $SD = 3.33$) is higher than that of Kazakh language students ($M = 25.20$, $SD = 4.50$). If to consider the quality of being Helpful, Russian language ($M = 26.05$, $SD = 3.56$) students perceived this quality higher than their Kazakh language counterparts ($M = 23.69$, $SD = 4.71$). There is only one positive dimension of teacher-student relationships (Student Freedom) in which Kazakh language students' perception ($M = 26.70$, $SD = 3.33$) exceeded that of Russian language ones. In terms of the negative dimensions, there were similar results in the way Russian ($M = 17.11$, $SD = 3.23$) and Kazakh language students ($M = 17.11$, $SD = 3.23$) perceive the quality of strictness in their teachers. As for other negative qualities, in all of them the means of Kazakh language students are higher than that of Russian language ones. That means, in general Kazakh language students tend to get engaged in more negative relationships rather than Russian language students.

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Table 3. *Descriptive Statistics for Teacher-Student Relationships by Language of Instruction*

	n	*M*	*SD*
Understanding			
Kazakh	39	25.20	4.50
Russian	17	27.52	2.50
Leadership			
Kazakh	39	24.33	5.24
Russian	17	26.70	2.33
Helpful			
Kazakh	39	23.69	4.71
Russian	17	26.05	3.56
Student Freedom			
Kazakh	39	22.87	4.39
Russian	17	20.41	3.92
Strict			
Kazakh	39	17.05	3.85
Russian	17	17.11	3.23
Admonishing			
Kazakh	39	15.79	3.22
Russian	17	14.00	3.39
Uncertain			
Kazakh	39	15.15	5.29
Russian	17	10.47	3.65
Dissatisfied			
Kazakh	39	14.30	5.27
Russian	17	11.05	2.83

Table 4 presents the means and standard deviations on teacher-student relationships assembled by age. Results indicated that younger students tend to perceive their teacher-student relationships in a more positive way rather than their older counterparts. Out of the positive dimensions, the most significant difference can be seen in the quality of being helpful, which 18-year-old students ($M = 25.06$, $SD = 4.19$) rated higher than 19-year-old ones ($M = 21.90$, $SD = 5.38$). The same tendency can be observed with other positive teacher-student dimensions. In terms of the negative qualities, 19-year-old students demonstrated higher scores than 18-year-old ones in all of them with the most considerable difference in the quality of being Uncertain where 19-year-old students ($M = 16.00$, $SD = 5.18$) rated that dimension higher than 18-year-old students ($M = 13.15$, $SD = 5.32$). According to these findings, we can state that older students perceive their relationships with teachers in a slightly more negative way.

Table 4. *Descriptive Statistics for Teacher-Student Relationships by Age*

	n	*M*	*SD*
Understanding			
18 y.o.	46	26.54	3.55
19 y.o.	10	23.30	5.55
Leadership			
18 y.o.	46	25.86	3.86
19 y.o.	10	21.80	6.72
Helpful			
18 y.o.	46	25.06	4.19
19 y.o.	10	21.90	5.38
Student Freedom			
18 y.o.	46	22.26	4.39
19 y.o.	10	20.60	4.32
Strict			
18 y.o.	46	17.15	3.58
19 y.o.	10	17.50	4.08
Admonishing			
18 y.o.	46	14.76	3.02
19 y.o.	10	17.60	3.83
Uncertain			
18 y.o.	46	13.15	5.32
19 y.o.	10	16.00	5.18
Dissatisfied			
18 y.o.	46	13.08	4.76
19 y.o.	10	14.70	5.27

In this section, a descriptive analysis of teacher-student relationships has been demonstrated. Overall, the participants perceive their relationships with teachers in a positive way. Moreover, there is no huge difference in the means for males and females' perception of teacher-student relationships. On the contrary, Russian language students perceive their relationships with teachers in a more positive way than students studying in

the Kazakh language and older students perceive their relationships with teachers in a slightly more negative way.

4.1.2. Inferential analysis

In the previous section, descriptive information on the teacher-student relationships was presented. In this part, I will indicate the results of the inferential analysis for teacher-student relationships. Independent-sample t-tests were used for inferential analysis. First, inferential analysis of the effect student gender has on teacher-student relationships will be demonstrated. After that, inferential analysis of the effect of student age on teacher-student relationships will be presented. At the end, inferential analysis of the effect of students' language of instruction on teacher-student relationships will be provided.

4.1.2.1. Effect of gender on teacher-student relationships

An independent-samples t-test was conducted to compare total scores of teacher-student relationships' dimensions for males and females. There was not a statistically significant difference in the scores between the two groups for any of the dependent variables. These results suggest that there was no statistically significant difference in the way male and female students perceive their relationships with teachers. In other words, teacher-student relationships do not differ according to gender.

4.1.2.2. Effect of language of instruction on teacher-student relationships

An independent-samples t-test was conducted to compare total teacher-student relationships dimensions' scores for students studying in Kazakh and Russian languages. There was a statistically significant difference in the scores for Kazakh language students ($M = 24.33$, $SD = 5.24$) and Russian language students ($M = 26.70$, $SD = 2.33$); t (57) = -2.34, $p = .001$, $d = -.62$) in the dimension of Total Leadership. These results suggest that there is a moderate effect of the language of instruction on the Leadership quality of

teacher-student relationships with students perceiving their teachers more as leaders in a Russian language group.

In terms of the Understanding dimension, the results showed that there was a statistically significant difference in the scores for Kazakh language students ($M = 25.20$, $SD = 4.50$) and Russian language students ($M = 27.52$, $SD = 2.50$); $t(57) = -2.46$, $p = .007$, $d = -.66$) . These results suggest that there is a moderate effect of the language of instruction on the Understanding quality of teacher-student relationships, with students perceiving their teachers as being less understanding for students in the Kazakh medium of instruction.

Regarding negative qualities of teacher-student relationships, an independent-samples t-test showed that there was a statistically significant difference in the scores for Kazakh language students ($M = 14.30$, $SD = 5.27$) and Russian language students ($M = 11.05$, $SD = 2.83$); $t(57) = 2.98$, $p = .008$, $d = .49$) in the total Dissatisfied dimension. It means that, according to the nominated students in this study, those who study in Kazakh language perceive their teachers as being more dissatisfied with them rather than in a Russian language group.

Overall, it can be stated that students studying in the Russian language perceive their teachers in a more positive way than students studying in the Kazakh language.

4.1.2.3. Effect of age on teacher-student relationships

An independent-samples t-test was conducted to compare total teacher-student relationships dimensions' scores for 18- and 19-year old students. The results showed that there was not a statistically significant difference in the scores between the two groups for any of the dependent variables. These results suggest that there is no effect of the age on the way students perceive their relationships with teachers.

In this section, I have provided findings related to an inferential analysis of the effect students' gender, language of instruction, and age have on teacher-student relationships. The results demonstrated no significant difference in teacher-student relationships among girls and boys. Moreover, age has no influence on teacher-student relationships. However, there was a statistically significant effect found of the language of instruction on teacher-student relationships in such dimensions as Leadership, Understanding and Dissatisfied with Russian language students perceiving their teachers in a more positive way than students studying in the Kazakh language.

4.2. Emotional intelligence

In the previous section, descriptive and inferential analyses of teacher-student relationships have been demonstrated. In this part, I will present a descriptive analysis of the data related to students' level of emotional intelligence. In addition to that, the descriptive analysis of students' emotional intelligence will be broken up by students' gender, age, and language of instruction.

4.2.1. Descriptive analysis

In this section a descriptive analysis of students' emotional intelligence will be demonstrated. Results showed that, overall, the total emotional intelligence of nominated students in this study equals to $M = 136.54$, $SD = 21.12$.

In terms of the students' gender, results indicated that total emotional intelligence of boys ($M = 141.48$, $SD = 20.04$) exceeds that of girls ($M = 131.10$, $SD = 21.40$). That means, boys have a higher level of emotional intelligence than girls.

Regarding the students' language of instruction, results indicated that the students studying in Kazakh language ($M = 133.89$, $SD = 18.73$) have a relatively lower score of total emotional intelligence than Russian language students ($M = 140.88$, $SD =25.23$). That

means, Russian language students report a comparatively higher level of emotional intelligence than students studying in a Kazakh group.

As for the students' age, the analysis demonstrated that older students have a higher level of emotional intelligence that their younger counterparts. 19 years old students ($M = 143.60$, $SD = 20.28$) scored higher than 18 years old ones ($M = 134.67$, $SD = 21.28$).

In this part, a descriptive analysis of students' level of emotional intelligence has been demonstrated. Overall, the analysis has shown that boys report a higher level of emotional intelligence than girls. Regarding the language of instruction, Russian language students demonstrate a higher level of emotional intelligence than students studying in the Kazakh group. In terms of students' age, 19-year-old students' level of emotional intelligence exceeds that of 18-year-old ones.

4.2.2. Inferential analysis

In the previous part, descriptive information on the students' level of emotional intelligence was presented. In this section, the results of the inferential analysis for emotional intelligence will be demonstrated. First, inferential analysis of the effect student gender has on emotional intelligence will be given. After that, inferential analysis of the effect of students' language of instruction on the level of emotional intelligence will be outlined. At the end, inferential analysis of the effect of students' age on their level of emotional intelligence will be demonstrated.

4.2.2.1. Effect of gender on Emotional Intelligence

To compare students' emotional intelligence scores for boys and girls an independent samples t-test was conducted. There was not a statistically significant difference in the scores between the two groups for any of the dependent variables. These

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results suggest that there was no statistically significant difference in the level of emotional intelligence for boys and girls.

4.2.2.2. Effect of language of instruction on Emotional Intelligence

To compare students' emotional intelligence scores for students studying in Russian and Kazakh languages an independent samples t-test was conducted. There was not a statistically significant difference in the scores between the two groups for any of the dependent variables. These results suggest that there was no statistically significant difference in the level of emotional intelligence for students studying in Russian and Kazakh languages.

4.2.2.3. Effect of age on Emotional Intelligence

To compare students' emotional intelligence scores for students of 18 and 19 years of age an independent samples t-test was conducted. There was not a statistically significant difference in the scores between the two groups for any of the dependent variables. These results suggest that there was no statistically significant difference in the level of emotional intelligence for students of 18 and 19 years.

In this part, I have demonstrated an inferential analysis of the effect students' gender, language of instruction, and age have on students' level of emotional intelligence. The results suggested that students' gender, their language of instruction and age do not have an effect on students' level of emotional intelligence.

4.3. The relationship between teacher-student relationships and emotional intelligence

In the previous part, I demonstrated the results of inferential analysis aimed to examine how students' gender, language of instruction, and age affect teacher-student relationships and students' level of emotional intelligence. In this section, I will present

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results of inferential analysis aimed to investigate how teacher-student relationships relate to students' level of emotional intelligence.

The relationship between total emotional intelligence (as measured by the Trait Emotional Intelligence Questionnaire – Short Form) and teacher-student relationships (as measured by Teacher-Student Interaction Form - QTI) was investigated using Pearson product-moment correlation coefficient. Table 9 presents the correlation matrix of the variables examined in the study. Overall, the findings suggest that trait emotional intelligence and teacher-student relationships are not correlated. However, there was a modest, negative correlation between trait emotional intelligence and total dissatisfied dimension, $r = -.26$, $n = 57$, $p < .05$. In other words, trait emotional intelligence was negatively associated with total dissatisfied dimension. This means that students with a higher level of emotional intelligence feel that their teachers are less dissatisfied with them. No relationship was found between emotional intelligence and the other dimensions measuring teacher-student relationships in this study.

Table 5. *Intercorrelation Matrix Among Teacher-Student Relationships and Emotional*

Intelligence Related Variables (N=57)

	1	2	3	4	5	6	7	8	9
1. EI	-	.20	.15	.15	-.16	-.12	-.26*	-.01	-.06
2. Lead.		-	.79**	.86**	.03	-.39**	-.61**	-.31*	.05
3. Help.			-	.86**	.13	-.46**	-.69**	-.45**	-.10
4. Underst.				-	.15	-.36**	-.62**	-.48**	-.07
5. St.Fr.					-	.40**	.13	.08	-.10
6. Uncer.						-	.63**	.68**	.03
7. Dissat.							-	.47**	.35**
8. Adm.								-	.243
9. Strict									-

*p < .05. **p < .01

In this part, the results of a correlational analysis for teacher-student relationships
and emotional intelligence have been demonstrated. Overall, the findings suggest that trait
emotional intelligence and teacher-student relationships are not associated with each other.
However, the results also showed that students with a higher level of emotional
intelligence feel that their teachers are less dissatisfied with them.

4.3.1. Regression Analysis

In this part, a regression analysis for teacher-student relationships and students'
level of emotional intelligence will be demonstrated. This analysis will examine the effect
of students' age, gender and language of instruction on the relationship between students'
emotional intelligence and their relationships with teachers. A series of partial correlation

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analyses was conducted to investigate the effect of students' age, gender and language of instruction on the relationship between students' emotional intelligence and their relationships with teachers. There was no statistically significant effect of the variables on this relationship.

4.4. Findings

In the previous sections, the results of the data analysis were demonstrated. In this section, I will outline the main findings based on my data analysis results.

For the first research question, which is aimed to find out how students describe their relationships with their teachers there are the following findings:

1. The participants perceive their relationships with teachers in a positive way.

2. There is no huge difference in the perception of teacher-student relationships for males and females.

3. Russian language students perceive their relationships with teachers in a more positive way than students studying in Kazakh language.

4. Older students perceive their relationships with teachers in a slightly more negative way.

For the second research question which aimed to find out what the level of students' emotional intelligence is, there are the following findings:

1. Boys report a higher level of emotional intelligence than girls.

2. Russian language students demonstrate a higher level of emotional intelligence than students studying in a Kazakh group.

3. 19-year-old students' level of emotional intelligence exceeds that of 18-year-old ones.

For the third research question, which is aimed to find out how students' gender, language of instruction, and age affect teacher-student relationships and students' emotional intelligence there are the following findings:

1. There is no significant difference in teacher-student relationships among girls and boys.

2. Age has no influence on teacher-student relationships.

3. However, there was a statistically significant effect found of the language of instruction on teacher-student relationship in such dimensions as Leadership, Understanding and Dissatisfied with Russian language students perceiving their teachers in a more positive way than students studying in Kazakh language.

4. The students' gender, their language of instruction and age do not have an effect on students' level of emotional intelligence.

For the last research question, which is aimed to find out how students' emotional intelligence influences teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan there are the following findings:

1. Trait emotional intelligence and teacher-student relationships are not associated with each other.

2. However, students with a higher level of emotional intelligence feel that their teachers are less dissatisfied with them.

In this section, the findings that are based on the data analysis results have been given.

This chapter aimed to present the results of the data analysis procedures. The chapter was begun with descriptive and inferential analysis related to teacher-student relationships. After that, descriptive and inferential analysis related to the students' level of emotional intelligence was demonstrated. In the third section, the results of correlational

analysis for teacher-student relationships, students' level of emotional intelligence, their gender, age, and language of instruction were given. Then, the results of regression analysis were presented. After that, a summary of the findings based on the results of the analysis was demonstrated. At the end of this chapter, the main findings which were based on these results were demonstrated.

Chapter 5: Discussion

In the previous chapter, I presented the findings of this quantitative study, which was aimed to examine the relationship between students' level of emotional intelligence and teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan. In this chapter, I will discuss and interpret these findings in the light of the literature in the field. There are four research questions that aimed to be addressed. The first question is aimed to find out how students describe their relationships with their teachers. The second question is aimed at finding out what the level of students' emotional intelligence is. The third question is aimed to find out how students' gender, language of instruction, and age affect teacher-student relationships and students' emotional intelligence. The fourth question is aimed at finding out how students' emotional intelligence influences teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan. To address these research questions, a quantitative cross-sectional research correlational research design was applied.

The chapter is organized into four sections. In the first section, findings related to the way students' perceive their relationships with their teachers are discussed. Moreover, the influence of certain demographic variables (gender, age, and language of instruction) on teacher-student relationships is further discussed. In the second section, I will outline and discuss my interpretation of the findings around students' perceptions of their trait emotional intelligence (trait EI) levels, and how these perceptions vary across gender, age, and language of instruction. In the third section I discuss the relationship between trait EI and teacher-student relationships and provide plausible explanations behind the (absence of) relationship between the two variables. In the last section I summarize the key ideas presented in this chapter and introduce the final chapter of the thesis.

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5.1. Teacher-student relationships at one Nazarbayev Intellectual School

In general, the results of my study suggest that students at one Nazarbayev Intellectual School in Kazakhstan report positive relationships with their teachers and feel that their teachers understand them. Particularly, results showed that students rated their teachers' quality of understanding higher than any others, but they gave the lowest ratings to their teachers being uncertain and dissatisfied of their learning. This was to be expected because first NIS teachers understand that their curriculum is highly demanding that is why they try to be supportive and make themselves available to help students at any time (Almukhambetova & Hernández-Torrano, 2020). Second, NIS teachers are considered to be more effective and more professional compared to teachers in other schools, and therefore are more equipped to promote a positive school climate that favors the formation of positive teacher-student relationships (Shamshidinova, Ayubayeva, & Bridges, 2014). Finally, most teachers working at Nazarbayev Intellectual Schools are young therefore they are more likely to share the same interests, values and beliefs with their students.

An interesting finding emerging with regards to teacher-student relationships was that male and female students have similar perceptions of their relationships with their teachers. This finding was unexpected and contradicts the conclusions of most previous studies, which typically show that boys tend to have more conflictual relationships with their teachers in comparison with girls (Frymier & Houser, 2000; Hamre & Pianta, 2001; Rudasill & Rimm-Kaufman, 2009). Two plausible explanations may justify the lack of gender differences in the perceptions of teacher-student relationships in the present study. First, students at Nazarbayev Intellectual Schools are generally highly motivated to study hard and value the positive role that teachers play in their intellectual growth and prepare them to enter university (Almukhambetova & Hernández-Torrano, 2020). Therefore, both male and female students are equally likely to build positive relationships with their

teachers. Second, due to fear of being expelled from Nazarbayev Intellectual Schools its students, both males and females, try to show decent behaviour that in turn influences the quality of their relationships with teachers (Fisher, Reynolds, & Sheehanm, 2016; Hughes & Cavell, 1999; Rudasill & Rimm-Kaufman, 2009). Third, the quality of teacher-student relationships in this study was assessed only by students reflecting on their own perception of these relationships. However, a full picture of these relationships could be demonstrated if teachers' perceptions had been taken into account as well.

Finding regarding students' language of instruction suggests that students studying in Russian language perceive their relationships with teachers in a more positive way rather than students studying in Kazakh language, specially in such dimensions as Leadership, Understanding, and Dissatisfied. In line with the previous research, this finding supports the idea that students of different social backgrounds and thus representing different cultures might define positive teacher-student relationships in different ways (Alder, 2002; Suldo et. al., 2009). This finding could be explained by different cultures being regulated by different social norms (García-Moya, Moreno, & Brooks, 2019). The current finding might be related to the same explanation of Russian and Kazakh cultures having different social regulations with Kazakh language groups stereotypically having less close and much stricter teacher-student relationships that could be caused by Kazakh people's "religious worldview that synthesizes the concepts of Islam and Tengrianism" (Tleubergenov, Jumaniyazova, Begembetova, Nussupova, Kairbekova, & Keshubayeva, 2016, p. 5256)

In addition to that, the findings of this study seem to suggest that older students perceive their relationships with teachers in a slightly more negative way. It could be explained by the fact that older students are usually less detached to their teachers and thus are likely to feel less important for them (Hamre & Pianta, 2001; Roorda et al., 2017). It is

an important finding for teachers who should care about older students as well even if they do not seek support.

Finally, the results in this study indicate that age does not affect the way teacher-student relationships are perceived. These findings were unexpected and contradict most research conducted in this ares, which generally demonstrate that teacher-student relationships deteriorate as students grow older (Hamre & Pianta, 2001; Roorda et al., 2017). This can be considered as a positive feature of the research site, which somehow managed to instill positive teacher-student relationships even with older cohorts of students. Still, it is important to acknowledge that participants' age did not vary considerably in the previous study, with students being aged 18 or 19 years old. Therefore, the lack of variability in students' age is most likely to be behind the absence of differences in teacher-student relationships observed in this study.

5.2. Students' level of trait emotional intelligence at one Nazarbayev Intellectual School

This study was also directed to explore students' trait emotional intelligence (trait EI) levels in gifted students at one NIS. Overall, the findings of the study suggest that students' gender, language of instruction and age do not affect students' self-reported levels of trait EI. While descriptive statistics indicated slightly superior levels of female students on trait EI, inferential analysis demonstrated that these differences were not statistically significant. The lack of gender differences on students' trait EI is aligned with previous studies that indicated no effect of gender on trait emotional intelligence (Siegling et. al., 2015; Raghavendra & Senthil, 2017). However, it contradicts the research conducted by Petrides and Furnham that indicated gender being a significant predictor of self-estimated EI (2000). The current finding might be explained by specific admission

requirements of Nazarbayev Intellectual Schools according to which students have to show not only their intellectual abilities, but also their potential to study at school with a highly demanding curriculum ("Kazakhstan – NIS", n.d.). Thus, applicants' level of emotional intelligence might be taken into account as well that explains the reason why this study shows no differences in emotional intelligence between boys and girls.

As for the students' language of instruction, the absence of cultural differences in students' self-reported trait EI contradicts previous studies that suggest that the sociocultural background has an effect on trait EI (Prieto et. al., 2008). Perhaps the inability to replicate previous findings in this study is due to the fact I have not analyzed the students' ethnicity but rather focused on their language of instruction, which still does not provide a full picture of students' sociocultural background.

In terms of students' age, the lack of differences on trait EI between older and younger students is consistent with previous studies that found no correlation between these two variables (Chapman & Hayslip, 2006; Fallahzadeh, 2011). The absence of differences on students' trait EI based on age could be an artifact of the limited variability of students' age in this study, which ranged between 18 and 19 years old, while the structure of traits generally remains stable across time (Chapman & Hayslip, 2006). However, other studies that claimed age to be the predictor of emotional intelligence analyzed the sample with participants having 10-20 years of age gap (Tsaousis & Kazi, 2013).

5.3. The relationship between students' level of trait EI and teacher-student relationships

An interesting finding of this study is that students' trait emotional intelligence does not seem to influence the way students perceive their relationships with teachers.

These findings are unexpected and contradict the most studies conducted in this field, which evidenced an influence of trait emotional intelligence on teacher-student relationships (Hamre & Pianta, 2001; Murray & Malmgren, 2005; Poulou, 2017). Two plausible reasons might justify the lack of relationship between these two variables in this study. Firstly, both the level of students' trait emotional intelligence as well as their relationships with teachers did not vary considerably for the participants of this study. Secondly, the information on trait EI and teacher-student relationships was obtained through questionnaires that assessed students' own perceptions of these areas. In other words, the participants could be biased trying to show themselves in a better way while answering the questions given. Still, the findings of this study suggest that students having a higher level of trait emotional intelligence perceive their teachers as being more satisfied with the learning. This is consistent with previous studies that stated students having a high level of trait emotional intelligence are likely to have higher achievements at schools and stronger motivation to learn (Reiff et. al., 2001; Pellitteri et. al., 2006). In other words, students showing higher performance at schools may have their teachers being more satisfied with them and their learning in general. The same might apply to the participants of this study since, by showing high motivation to learn and achieving high results in education, they will have their teachers feeling more satisfied with their students.

5.4. Conclusion

Overall, this study has identified that students at one Nazarbayev Intellectual School report positive relationships with their teachers with male and female students having similar perceptions of their relationships. In addition, students studying in Russian language perceive their relationships with teachers in a more positive way rather than students studying in Kazakh language, while older students perceive their relationships

with teachers in a slightly more negative way. Regarding emotional intelligence, students'

gender, language of instruction and age do not affect students' self-reported levels of trait

EI. Finally, students' trait emotional intelligence does not seem to influence the way

students perceive their relationships with teachers.

Chapter 6: Conclusion

This chapter presents the final conclusions of the study, as well as its implications, limitations, and recommendations for future research. This quantitative, cross-section research study aimed at examining the relationship between students' level of emotional intelligence and teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan and was guided by four research questions. The first question is aimed to find out how students describe their relationships with their teachers. The second question is aimed at finding out what the level of students' emotional intelligence is. The third question is aimed to find out how students' gender, language of instruction, and age affect teacher-student relationships and students' emotional intelligence. The fourth question is aimed at finding out how students' emotional intelligence influences teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan.

The chapter is organized into five sections. The first section of this chapter provides the answers to research questions of this quantitative study in the light of the findings of the study and discusses to what extent the study provides an understanding of the research problem. In the second section, the implications of the study are addressed and recommendations based on the major conclusions of the study will be provided. In the third section, suggestions for future research are presented. In the fourth section, the limitations of this research are highlighted. In the fifth section, a concluding statement recapping the most relevant findings and implications are provided to close this thesis.

6.1. Answering Research Questions

For the first research question, which is aimed to find out how students describe their relationships with their teachers, the findings of the study generally indicate that participants tend to perceive their relationships with teachers in a positive way. In addition

to that, results demonstrated that there are no differences in the way male and female students perceive their teacher-student relationships. Interestingly, students in Russian medium of instruction groups report their relationships with teachers in a more positive way than students studying in Kazakh language. Also, older students seem to perceive their relationships with teachers in a slightly more negative way. A conclusion to be drawn from these findings is that students of this study report positive relationships with their teachers, however older students and students studying in Kazakh language feel less positive about these relationships.

The second research question aimed to find out what the level of students' trait emotional intelligence (trait EI) is. The findings of this study overall indicates that levels of trait EI do not vary significantly across genders, language of instruction, and age. In this regard, it can be concluded that students' emotional intelligence does not depend on their gender, language of instruction and age.

For the third research question, which was aimed to find out how students' gender, language of instruction, and age affect teacher-student relationships and students' emotional intelligence there are the following findings. First, there was no significant difference in teacher-student relationships among girls and boys. Second, age has no influence on teacher-student relationships. Third, there was a statistically significant effect found of the language of instruction on teacher-student relationship in such dimensions as Leadership, Understanding and Dissatisfied with Russian language students perceiving their teachers in a more positive way than students studying in Kazakh language. Fourth, the students' gender, their language of instruction and age do not have an effect on students' level of emotional intelligence. A conclusion emerging from these findings is that students' gender and age do not influence their relationships with teachers; however, students' language of instruction affects the quality of these relationships. A related

conclusion is that students' gender, their language of instruction and age do not influence students' level of emotional intelligence.

For the last research question aimed to find out how students' emotional intelligence influences teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan there are the following findings. The findings revealed that trait EI and teacher-student relationships are not associated with each other. This means that students' emotional intelligence does not influence teacher-student relationships. However, students reporting higher levels of trait EI felt that their teachers are less dissatisfied with them. A conclusion emerging from these findings is that students' level of emotional intelligence influences to what extent their teachers can be satisfied with them.

6.2. Implications for theory, practice, and policy

This study offers interesting insights for the understanding of the influence of students' emotional intelligence on teacher-student relationships. First, this study makes an interesting contribution to the field since its findings contradict many of the findings from previous studies about gender, contextual, and age differences in teacher-student relationships and trait EI levels. Second, taking into account how much teacher-student relationships are important for students' academic performance, school discipline and overall learning process, the findings of this study have the following implications for school administration and teachers. First, for teachers there is a need to learn more about different approaches that could be effective to improve their relationships with female and male students, students of different age groups, as well as students having different languages of instruction particularly students studying in Kazakh language. Second, for school administration it is necessary to promote positive teacher-student relationships by organizing a variety of extracurricular events that could establish close, trustful and caring

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relationships between teachers and students. In addition to that, there are implications also for policy makers. First, taking into account a significant role of students' emotional intelligence in the quality of teacher-student relationships, it is necessary to create special educational programs that could be aimed at developing students' level of emotional intelligence or implementing socio-emotional learning in an already existing curriculum. Second, considering less positive perception students studying in Kazakh language have about their relationships with teachers, measures improving teacher-student relationships in Kazakh groups should be promoted. Third, the experience of Nazarbayev Intellectual Schools in establishing positive relationships with their students, both males and females, can be borrowed by other schools.

6.3. Limitations of the Study

The results of the study should be interpreted in light of several limitations. The first limitation of this study is a relatively small number of participants that does not allow us to generalize our findings. The second limitation is related to the fact that all the participants involved in the study were 18 and 19 years old. Thus, the data collected does not allow us to completely determine how age affects students' level of emotional intelligence and teacher-student relationships. Third, only student related variables were analyzed in this study. However, pther important variables, such as teachers' age, gender, and ethnicity were not researched.

Despite these limitations, this study uses a quantitative approach that offers a novel approach and meaningful contribution to the study of teacher-student relationships. Thus, the findings of this study might be useful for educators, policy makers and students themselves.

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6.4. Suggestions for Future Research

Based on the findings of the study and the limitations indicated above, some recommendations for future research can be outlined. First, further studies can replicate the findings of this study using larger samples that the one used in this study. Second, future research should involve a more diverse group of respondents, including students from primary and secondary schools as well as of different age groups. Third, students' ethnicity should be considered as the main aspect of their sociocultural background. Finally, further research should research how teacher-student relationships are dependent on teachers' level of emotional intelligence and other related variables, particularly their gender, age and ethnicity.

6.5. Conclusion

This quantitative study has made its contribution in understanding the influence of students' level of emotional intelligence and teacher-student relationships. First of all, students' having a higher level of trait emotional intelligence feel that their teachers are more satisfied with them. Moreover, the thorough attention should be paid to students studying in Kazakh language since they report less positive relationships with their teachers. Taking into account the importance of positive teacher-student relationships it is necessary to analyze how teacher related variables affect the quality of these relationships.

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Appendix A: TEIQue-SF

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. Do not think too long about the exact meaning of the statements. Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7).

1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 7

Completely   Completely

Disagree   Agree

1. Expressing my emotions with words is not a problem for me. 1 2 3 4 5 6 7

2. I often find it difficult to see things from another person's viewpoint. 1 2 3 4 5 6 7

3. On the whole, I'm a highly motivated person. 1 2 3 4 5 6 7

4. I usually find it difficult to regulate my emotions. 1 2 3 4 5 6 7

5. I generally don't find life enjoyable. 1 2 3 4 5 6 7

6. I can deal effectively with people. 1 2 3 4 5 6 7

7. I tend to change my mind frequently. 1 2 3 4 5 6 7

8. Many times, I can't figure out what emotion I'm feeling. 1 2 3 4 5 6 7

9. I feel that I have a number of good qualities. 1 2 3 4 5 6 7

10. I often find it difficult to stand up for my rights. 1 2 3 4 5 6 7

11. I'm usually able to influence the way other people feel. 1 2 3 4 5 6 7

12. On the whole, I have a gloomy perspective on most things. 1 2 3 4 5 6 7

13. Those close to me often complain that I don't treat them right. 1 2 3 4 5 6 7

14. I often find it difficult to adjust my life according to the circumstances. 1 2 3 4 5 6 7

15. On the whole, I'm able to deal with stress. 1 2 3 4 5 6 7

16. I often find it difficult to show my affection to those close to me. 1 2 3 4 5 6 7

17. I'm normally able to "get into someone's shoes" and experience their emotions.

1 2 3 4 5 6 7

18. I normally find it difficult to keep myself motivated. 1 2 3 4 5 6 7

19. I'm usually able to find ways to control my emotions when I want to. 1 2 3 4 5 6 7

20. On the whole, I'm pleased 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. I tend to get involved in things I later wish I could get out of. 1 2 3 4 5 6 7

23. I often pause and think about my feelings. 1 2 3 4 5 6 7

24. I believe I'm full of personal strengths. 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 don't seem to have any power at all over other people's feelings. 1 2 3 4 5 6 7

27. I generally believe that things will work out fine in my life. 1 2 3 4 5 6 7

28. I find it difficult to bond well even with those close to me. 1 2 3 4 5 6 7

29. Generally, I'm able to adapt to new environments. 1 2 3 4 5 6 7

30. Others admire me for being relaxed. 1 2 3 4 5 6 7

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Appendix B: Questionnaire on Teacher Interaction

This questionnaire asks you to describe your teacher's behavior (The teacher whose class you are currently in).

This is NOT a test. Your HONEST opinion is what is wanted. The questionnaire has 48 sentences about the teacher. There are five possible responses to each statement ranging from 'Never' (number 1) to 'Always' (number 5). You also can choose the numbers 2, 3 and 4, which are in-between. If you want to change your answer, erase it completely.

Thank you for your cooperation.

Please fill out completely.

Gender: Male/Female

Age:

Language of instruction:

1. This teacher talks enthusiastically about her/his subject. 1 2 3 4 5

2. This teacher trusts us. 1 2 3 4 5

3. This teacher seems uncertain 1 2 3 4 5

4. This teacher gets angry unexpectedly. 1 2 3 4 5

5. This teacher explains things clearly. 1 2 3 4 5

6. If we don't agree with this teacher, we can talk about it. 1 2 3 4 5

7. This teacher is hesitant. 1 2 3 4 5

8. This teacher gets angry quickly. 1 2 3 4 5

9. This teacher holds our attention. 1 2 3 4 5

10. This teacher is willing to explain things again. 1 2 3 4 5

11. This teacher acts as if she/he doesn't know what to do. 1 2 3 4 5

12. This teacher is too quick to correct us when we break a rule. 1 2 3 4 5

13. This teacher knows everything that goes on in the classroom. 1 2 3 4 5

14. If we have something to say, this teacher will listen. 1 2 3 4 5

15. This teacher lets us boss her/him around. 1 2 3 4 5

16. This teacher is impatient. 1 2 3 4 5

17. This teacher is a good leader. 1 2 3 4 5

18. This teacher realizes when we don't understand. 1 2 3 4 5

19. This teacher is not sure what to do when we fool around. 1 2 3 4 5

20. It is easy to pick a fight with this teacher. 1 2 3 4 5

21. This teacher acts confidently. 1 2 3 4 5

22. This teacher is patient. 1 2 3 4 5

23. It is easy to make a fool out of this teacher. 1 2 3 4 5

24. This teacher is sarcastic. 1 2 3 4 5

25. This teacher helps us with our work. 1 2 3 4 5

26. We can decide some things in this teacher's class. 1 2 3 4 5

27. This teacher thinks that we cheat. 1 2 3 4 5

28. This teacher is strict. 1 2 3 4 5

29. This teacher is friendly. 1 2 3 4 5

30. We can influence this teacher. 1 2 3 4 5

31. This teacher thinks that we don't know anything. 1 2 3 4 5

32. We have to be silent in this teacher's class. 1 2 3 4 5

33. This teacher is someone we can depend on. 1 2 3 4 5

34. This teacher lets us fool around in class. 1 2 3 4 5

35. This teacher puts us down. 1 2 3 4 5

36. This teacher's tests are hard. 1 2 3 4 5

37. This teacher has a sense of humor. 1 2 3 4 5

38. This teacher lets us get away with a lot in class. 1 2 3 4 5

39. This teacher thinks that we can't do things well. 1 2 3 4 5

40. This teacher's standards are very high. 1 2 3 4 5

41. This teacher can take a joke. 1 2 3 4 5

42. This teacher gives us a lot of free time in class. 1 2 3 4 5

43. This teacher seems dissatisfied. 1 2 3 4 5

44. This teacher is severe when marking papers. 1 2 3 4 5

45. This teacher's class is pleasant. 1 2 3 4 5

46. This teacher is lenient. 1 2 3 4 5

47. This teacher is suspicious. 1 2 3 4 5

48. We are afraid of this teacher. 1 2 3 4 5

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Appendix C: INFORMED CONSENT FORM

The students' level of emotional intelligence and its effect on teacher-student relationships in one Nazarbayev Intellectual School in Kazakhstan.

DESCRIPTION: You are invited to participate in a research study on the relationship between students' level of emotional intelligence and teacher-student relationships. More specifically, this project will explore the effect of personal and contextual factors such as age, gender, and medium of instruction on the relationship between students' emotional intelligence and teacher-student relationships. You have been invited to the study because the researcher feels that your experience as a student can contribute much to the understanding and knowledge of students' emotional intelligence and teacher-student relationships. You will be asked to complete two questionnaires which contain 30 questions on emotional intelligence and 48 questions on teacher-student relationships.

TIME INVOLVEMENT: Your participation will take approximately 40 minutes

RISKS AND BENEFITS: The risks associated with this study are minimal. First of all, the data will contain the information about your level of emotional competence and the quality of your relationships with teachers. This can be regarded as personal information which should not be revealed. To address this issue, the researcher will put a consent form on the surveys and send the links via email anonymous to you. For this reason, no names or any identifying data will be included in any research report derived from this study. All the data will be saved on a password-protected personal computer of the researcher and available only to the researcher and a supervisor. After completing the entire work on this research study, all the data in the computer will be deleted. There is no empirical research about the relationship between students' level of emotional intelligence and teacher-student relationships conducted in Kazakhstan. This research would contribute to the field of educational research by providing the overall picture of students' level of emotional

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intelligence and the quality of teacher-student relationships in Kazakhstan in the present

time. Although this study focuses on one school, other schools may use the findings of this

research study to develop the programmes aimed to improve emotional intelligence which

might consequently benefit teacher-student relationships.

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 decision whether or not to

participate in this study will not affect your grades at school, or school status as a student.

The results of this research study may be presented at scientific or professional meetings or

published in scientific journals.

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 for this student

work, ([supervisor's name], [supervisor's e-mail]).

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;

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• I understand how the data collected will be used, and that any confidential information

will be seen only by the researchers 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.